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ABSTRACT

This manual examines the planning process for building or renovating new library media facilities. It is concerned with building programs, local building and fire codes, design, working with architects, reading blueprints, engineering and mechanical plans, budgets, bids, and change orders. It offers help with such sensitive issues as the politics of planning, the assessment of needs and options, and working with the many committees and groups who must be involved; and covers all aspects, from getting administrative commitment to completing the job. Four case studies are presented which exemplify different kinds of situations, one of which is the renovation for an audiovisual (AV) complex. The book is divided into six chapters: (1) "The Politics of Planning"; (2) "The Needs and the Options: Preplanning"; (3) "Developing the Planning Process"; (4) "From Commitment to Design"; (5) "From Design to Construction"; and (6) "From Construction to the Move." An index and the following appendixes conclude the book: (1) typical library media specialist questions and answers; (2) library media center space facilities guidelines; and (3) descriptions of the automation selection process and the online searching process. (19 selected readings) (MAB)

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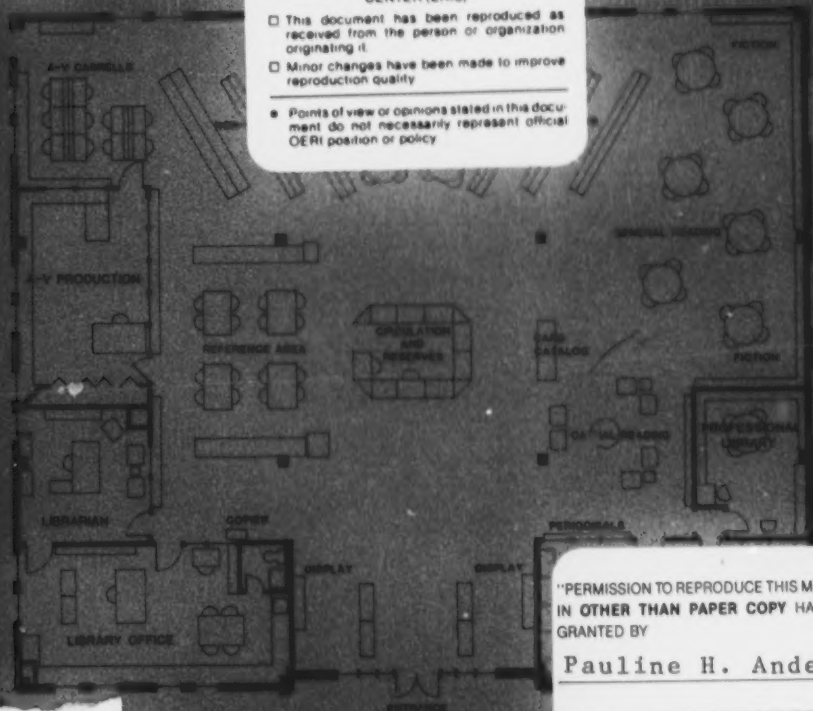
Planning School Library Media Facilities

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Planning School Library Media Facilities

Pauline H. Anderson

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*For all those wonderful students everywhere who find
libraries and library media centers one avenue
to experiencing the many joys of learning*

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Preface

Planning School Library Media Facilities is not about standards or specifications—it is about the *planning process*. Information about standards and specifications can be found elsewhere.

As Johnnies-come-lately to the facilities planning process we librarians and library media specialists too often find ourselves in a world for which we are inadequately prepared—either by education or experience. The maze that includes realities such as building programs, zoning commissions, local building and fire codes, OSHA regulations, schematic drawings, designs, final designs, blueprints, engineering plans, mechanical plans, electrical plans, budgets, bids, budget overruns, change orders, and umpteen reasons for construction delays can be a terrifying wilderness if we have not formulated a process.

Prior to 1950 very few librarians at any level were involved in library facility planning. Administrators or boards of education and trustees, usually with the approval of the librarian, simply hired architects and commissioned them to design libraries. Lack of involvement on the part of librarians accounts for some of those buildings (which many of us know intimately) being architects' dreams and librarians' nightmares.

With the publication in 1963 of the Educational Facilities Laboratories report, *The School Library: Facilities for Independent Study in the Secondary School*, educators began to become aware of the importance of library facilities. More slowly came the awareness that the best school library facilities were those in which the librarians or library media specialists had been involved in the planning process. And so it was that willy-nilly we found ourselves viewed as space planning experts. Nothing could have been further from reality at that time! We had good ideas, yes; we had definite

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likes and dislikes; we could always distinguish between adequate and inadequate facilities; we knew good design from bad design—but the bottom line was that not one single course in undergraduate or graduate library school had prepared us for this unexpected and challenging—but very welcome—new role.

In a twenty-seven-year period we have come a long way in our self-education as space and facilities planners. Others may not think to congratulate us on this major accomplishment of self-direction but let us take pride in the way we have turned the tide of school library design from being "just a library" to "libraries designed for users." The developers of the new technologies may believe they coined the phrase *User Friendly* to describe their marvelous machines, but it is really librarians and library media specialists who coined the phrase as we insisted that our facilities be designed to be user friendly.

If this book contributes in some small measure to our continuing self-education as library and library media center facilities planners, it will have served its purpose and served it well.

Pauline Anderson

Acknowledgments

Without the infinite patience and endless encouragement of family and the willingness of professional colleagues and friends to share their experiences as well as their expertise, these pages could never have existed. To Virginia H. Mathews, for having had the courage to suggest that this book be written and the patience to nurture the project to its completion, I owe a special debt of gratitude.

To colleagues who never hesitated to share I can only be eternally grateful: Marie Lundquist and Richard Hall of the North Shore Country Day School; Dorcas Hand and The Reverend W. R. Borg of Episcopal High School—Houston; Skip Anthony, former librarian of the Ellis School; Diane Dayton and Katherine McClelland, The Westminster Schools; Dianne Langlois, Choate Rosemary Hall; Ann Romano, The Taft School; Susan Young, Berkshire School; Jeannette Smith, Forsyth Country Day School; and The Robert Herman Associated Architectural Offices of San Francisco, California.

I appreciate the generous permission of the American Library Association to reproduce "Appendix C: Library Media Facilities Guidelines" from *Information Power, Guidelines for School Library Media Programs*. Also greatly appreciated is the permission of Libraries Unlimited to use in Appendix D an updated version of the article by Dorcas Hand which appeared in the sixth edition of the *School Library Media Annual*, 1988.

The biggest debt of all is owed to those architects with whom I have worked on new, renovated, or expanded library media facilities in more than one hundred schools.

I.

The Politics of Planning

For whatever reasons—ingenuousness, misdirected professional pride, lack of political know-how, or fear of rocking the boat—we library media specialists for too long studiously considered ourselves apolitical. General realization of the need to be more positively political comes quickly and vividly to those of us involved in the facility planning process as we recognize that our basic needs as planners are parallel to those of candidates seeking political office.

Needs of a Political Candidate

1. Understanding of the needs and wants of the constituency
2. Backing and commitment of political higher-ups
3. Campaign workers to promote the ideas of the candidate and gain voter support

Needs of a Library Media Specialist

1. Understanding of the needs of the school and the library media center
2. Backing and commitment of the administration
3. Faculty, student, parent, and community allies to promote the needs of the library media center and gain support for a new, expanded, or renovated facility

Preparation for the Campaign

Just as preparation for an election campaign starts with the political candidate so does the facility planning process start with the library media specialist, and the approaches are not dissimilar. Since you, the library media specialist, will be the pivotal figure of the to-be-

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appointed planning team and the entire planning process, do your precampaign homework thoroughly! The team and the process will falter only as you falter; the committed administration will lose interest only if it becomes clear that the pivotal figure has done insufficient homework to assume major responsibility.

Although subtle details of self-preparation will vary with different situations, some of the major elements the library media specialist needs to know and do as part of the precampaign homework are:

1. Understand the real—not the imagined—needs of the library media center, both current and projected.
2. Recognize the current strengths as well as the weaknesses of the facility and the program.
3. Be realistic about the role of the library media center within the stated philosophy, goals, and objectives of the parent institution.
4. Understand the local decision-making process—whether at the local, district, or system level.
5. Understand space—different kinds of space and how space speaks.
6. Have a demonstrable and detailed knowledge of the unique physical requirements of libraries (e.g., if one eight-inch catalog tray holds enough cards for 250 books, what size catalog [if you have a traditional catalog] will be needed for the projected collection? If fifteen book volumes require one square foot of floor space, how many square feet will be needed for bookstacks? Floors holding bookstacks should be 150 pounds live-loading per square foot).
7. Be able to communicate to persons unfamiliar with library jargon the difference between a library media program and a library media building program and their interrelationship.
8. Know how to prepare a building program or how to interpret one prepared by another person.
9. Be so familiar with the proposal you are about to make and the planning process you are about to recommend that you are a stellar communicator.

The facility, the end result of the planning process, is the out-

come of dedicated work on the part of a wide variety of persons. Administrators, faculty colleagues, library media center staff members, and students certainly will be involved in the process. Individual situations may mandate participation from a broader spectrum that might include local or state library supervisors, librarians from local colleges or universities, and representatives from the governing board, parents' organizations, and the community. The library media specialist must be a true politician as he or she copes with these diverse constituencies—identifying and making full use of their talents and strengths, inspiring and directing focused thinking and discussions, and weaving their multiple thoughts into a single strand of a plan.

After the needs have been identified the first major step in the campaign is to win administrative support for the project. The key and appropriate administrator to seek out for this support will be evident in each workplace. If we are to interpret correctly the major educational reports that have appeared during the 1980s, library media specialists have been less than one hundred percent effective in communicating the role and needs of school library media centers to the public in general and to researchers and school administrators in particular. As one seeks initial support for a change in or from the current facility, any assumption that the administrator already understands fully and correctly the role and needs of the library media center is too often just that—an assumption rather than fact.

The well-prepared library media specialist articulates clearly the role of the center in relation to the stated philosophy, goals, and objectives of the parent institution and the needs in terms of existing and projected educational programs. How widely have the philosophy, goals, and objectives of the library media center been publicized? Are they in fact in writing or are they tucked away in the library media specialist's memory awaiting that day when time permits them to be set forth in a precise, systematic, and professional manner? If that day had not arrived previously, it has just arrived! The library media center is viewed too often as a reactive department off on the support sidelines by itself rather than as an academic department with a specific philosophy about its role in the educational life of the school and professional goals and objec-

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tives fully as education-oriented as any department or grade level. The major difference is that goals and objectives of library media centers tend to have more service-oriented facets than those of departments or grade levels but this in no way diminishes their professionalism. The library media specialist during the first interview with an administrator about facility needs has to present or present one more time the philosophy, goals, and objectives within the context of those of the school. Verbal presentation is not good enough! Only in written format will the scope and depth of the goals make a serious and professional impression and serve as points of reference for future discussions.

What information can the library media specialist best share with the administrator to demonstrate the center's program and at the same time illustrate its space needs? Documentation, especially visual documentation, is essential but statistical reports, while they may be vital to the library media specialist as an indication of the center's use, are not designed to be the first stimulus used to arouse the administrator's interest in this project.

Select three or four recent and exciting projects from different grade levels that demonstrate cooperation between the classroom and the center. Present them in a visually pleasing manner whether through actual samples, photographs, slides or videotapes, or a combination of two or three formats. If videotaping of many of the program facets is not by now an almost automatic procedure, institute a videotaping program immediately. Videotapes are superb documentation tools and can be used extensively throughout the facility planning process.

What graphic illustrations are available to demonstrate the space crunch? Have storytelling sessions or read-aloud sessions showing excessive crowding been videotaped or photographed? Is there an area where second graders can roar like lions whenever appropriate to the story without eliciting groans from students trying to study? Show the videotapes of such sessions even though they may not demonstrate crowded conditions as much as one might wish; show them as another example of the ongoing program. A group of small fry intent on hearing every word coming from the storyteller or reader is always an appealing picture in itself. Although the dual purpose of using graphic illustrations is to show the program and

its needs, every illustration cannot be expected to fill both purposes.

Are there times when the library media center has to be closed to accommodate one class at a time doing research or special projects? Be sure to dramatize those closings! How often does the center need to close for those purposes? How often does the media center have to close for nonlibrary purposes such as faculty meetings, committee meetings, or parent organization meetings? Overdramatize library media center closings for nonlibrary purposes! What are the reactions of students and faculty to these lockouts? Grim? Angry? Frustrated? Belligerent? Vociferous? Threatening? Tell it like it is!

What happens when an entire history section comes to do research? Are students huddled in small clusters waiting to use the card catalog or *The Dictionary of American History* or the *Readers' Guide*? Do they start looking frantic and frustrated because they cannot find the materials they need or because once they have found them they cannot find workspace? How many classes can the center accommodate at one time? Can the eighth graders find books for their upcoming book reports at the same time that the seventh graders search for materials for their social studies project? What happens to the tenth graders who need to find information on authors for their English reports if at the same time the seventh and eighth graders are jostling them on a different quest? Where do students sit when they are there for bibliographic instruction sessions taught by a member of the library media center staff? Is there a seminar room for this purpose or do they sit in the reference section while the library media specialist talks in a normal tone of voice and disturbs all other students trying to study or talks so low, in order not to disturb other students, that the students involved in the bibliographic instruction session can only hear one word out of every ten? What percentage of the student body can the library media center accommodate at one time in a variety of configurations? *Information Power** recommends that "at least 25% of the

**Information Power, Guidelines for School Library Media Programs*, prepared by the American Association of School Librarians and Association for Educational Communications and Technology (Chicago: American Library Association, 1988), 132.

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area (Reading, Browsing, Listening, Viewing, Individual Study and Computing) be available for student seating allowing 40 square feet per student." How nearly does the library media center approach meeting this guideline? Comparison with professionally prepared guidelines should always be considered as one means of illustrating space needs.

Does the library media center generate bibliographies for special projects or at the request of teachers? Does a newsletter or another type of communication go on a regular basis from the center to the faculty, the administration, and all library users? How frequently are new booklists published and distributed? Are attractive reading, viewing, and listening lists that appeal to students compiled and made available on a monthly basis? Or more often? What colorful bookmarks are always available at the circulation desk? Ones that include library media center information or some merely ordered from a library supply house? Library users of all ages like **handouts** that make their lives a bit less complex. (See samples following this page.) What kind of handouts does the library media staff make available on a regular or irregular basis? Include samples of several types of printed communications in the presentation to the administrator.

Much of the basic work in a library media center goes on behind the scenes unnoticed by the users of the public spaces. Under what conditions does the staff work? Is the workroom large and airy, dark and dismal, adequate or inadequate? Is there space for enough computers, typewriters, and photocopying equipment to permit a smooth flow of technical services? Where do the volunteers do their work? In what kind of an area does the library media specialist work with the classroom teacher to plan curriculum or special projects? Do they have privacy or must they work in a public area where they are subject to frequent interruptions? Where does the faculty/library media staff book review committee meet? In public or in a quiet, private area where they can hash over their differing points of view with no fear of disturbing others? Presenting the need for adequate workspace for staff and volunteers is important—both for the inner workings of the center and the morale of the personnel.

In short, do not overlook any facet of the library media center

The Andrew Mellon Library

LIBRARY RESEARCH HOW TO AVOID PLAGIARISM

PLAGIARISM means copying or paraphrasing material without indicating the source. It is literary theft and as such it is a form of academic dishonesty.

Generally speaking, the simplest way to avoid plagiarism is to footnote material gathered from other authors. It is not necessary to footnote common knowledge, such as the fact that Choate Rosemary Hall is located in Wallingford, Conn. However, it would be important to indicate the source of the information that 998 students attended that school in 1984.

PLAGIARISM occurs when students

- use information other than common knowledge without giving a source through a proper footnote
- quote words or phrases of another without using quotation marks and using proper footnotes
- fail to use their own words when paraphrasing a source
- fail to footnote summarized material

Avoid **PLAGIARISM** caused by careless paraphrasing

Paraphrasing is using your own words and sentence structure to summarize someone else's thoughts. Slight changes in wording *do not* make another's words your own. Paraphrased information **MUST** also be footnoted.

Avoid **PLAGIARISM** by

- footnoting and placing quotation marks around another author's exact words
- footnoting any material that has been paraphrased
- footnoting any factual information that may require verification or is not common knowledge

CONSULT one of the following for proper footnoting techniques:

Ceely, Jonathan, et al., *Writing a Research Paper*. Wellesley Hills, Mass.: The Independent School Press, 1983.

Turabian, Kate L. *Students' Guide for Writing College Papers*. Chicago: University of Chicago Press, 1977.

Berkshire School Library

RESEARCH STRATEGIES AMERICAN LITERATURE

This guide suggests a sequence of strategies, presented in logical order of use, that will help the researcher define the scope of a topic and locate specific materials. Titles listed as examples are representative of the reference materials at the Berkshire School Library.

1. GENERAL ENCYCLOPEDIAS

General encyclopedias are a good source for an overview of your topic, background information, and for specific facts. The most current statistics are found in almanacs and yearbooks.

- | | |
|----------|---|
| R/031/Br | <i>The New Encyclopaedia Britannica</i> |
| R/031/Co | <i>Collier's Encyclopedia</i> |
| R/031/Wo | <i>The World Book Encyclopedia</i> |

2. SPECIAL SUBJECT ENCYCLOPEDIAS

Special subject encyclopedias are compendia of knowledge within a specific field or time frame.

- | | |
|---------------|--|
| R/803/Be/Re | <i>The Reader's Encyclopedia</i> |
| R/803/Cud/Di | <i>Dictionary of Literary Terms</i> |
| R/808.88/Ox | <i>The Oxford Dictionary of Quotations</i> |
| R/810.9/Ha/Ox | <i>The Oxford Companion to American Literature</i> |

3. CARD CATALOG

The card catalog is a large bibliography (list of library materials) containing, in alphabetical order, author, title, and subject cards for all items in the library. Works by an author are filed first, followed by works about an author, with the author's name in upper case letters as a subject heading. An example would be:

Cather, Willa Sibert, 1873-1947

O, Pioneers!

CATHER, WILLA SIBERT, 1873-1947—BIOGRAPHY

CATHER, WILLA SIBERT, 1873-1947. O, PIONEERS!—

CRITICISM AND INTERPRETATION

Berkshire School Library's card catalog presently has two separate alphabetical listings; the old Sears List of subject headings at the back of each drawer; and the new Library of Congress subject headings at the front of each drawer. All cataloging done after September 1, 1987, will be listed under Library of Congress subject headings.

4. PERIODICALS/INDEXES

Printed matter published on a regular basis (magazines and newspapers) is not listed in the card catalog. Current periodicals are displayed alphabetically by title on the periodical shelves, with retrospective issues of the current year shelved directly behind. Back issues are stored in the periodical room; however, many retrospective issues of magazines and newspapers are available in microform. Access to specific information in periodicals is obtained by using indexes and abstracts, which provide subject and author entries for articles in periodicals. Indexes list the author, title, title of periodical, volume, date, and page numbers. Abstracts provide the same information plus a short summary of the article or essay. Indexes and abstracts are located on the index tables. Periodicals not among Berkshire School Library holdings can be obtained through the Inter-Library Loan system.

R/040/Es	<i>Essay and General Literature Index, 1900–</i>
R/050/Re	<i>Reader's Guide to Periodical Literature, 1890–</i>
R/808.81	<i>Granger's Index to Poetry</i>
R/808.82	<i>Play Index, 1949–</i>
R/808.83	<i>Short Story Index, 1900–</i>

5. PRIMARY SOURCE DOCUMENTS

The literary works and personal writings of an author are primary source material. Autobiographies, letters, diaries, interviews with, and videotapes of authors are also considered to be primary sources. Autobiographies are listed in the card catalog under the subject heading AUTHOR'S NAME—BIOGRAPHY. Secondary sources are biographies, commentaries, literary histories, or criticisms.

6. BIOGRAPHICAL SOURCES

There are a variety of biographical references covering specific areas: i.e., the *Contemporary Authors* series and the *Wilson Authors* series, which offers critical as well as biographical information. The *Biography and Genealogy Master Index* lists over three million names and sources where the researcher can locate materials.

R/810/Am	<i>American Writers</i>
R/920.03/Kr/At	<i>Atlantic Brief Lives</i>
R/920.03/Ku/Am	<i>American Authors 1600–1900</i>

7. CRITICAL SOURCES

Berkshire School Library houses a large collection of literary criticism, both in the reference area and in the circulation collection. Critical works on individual authors can be located by looking in the card catalog under the subject heading AUTHOR'S NAME—CRITICISM

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AND INTERPRETATION or AUTHOR'S NAME—INDIVIDUAL WORK—CRITICISM AND INTERPRETATION. There are collections of literary criticism, such as the Gale Research Company's *Nineteenth Century Criticism*, *Twentieth Century Literary Criticism*, and *Contemporary Literary Criticism*, as well as literary histories that include critical, biographical, and historical information.

R/809/Bru/Di	<i>Dictionary of Literary Biography</i>
R/809.4/Ni	<i>Nineteenth Century Literary Criticism</i>
R/820.9/Col	<i>Columbia Essays on Modern Writers</i>

8. BIBLIOGRAPHIES

Bibliographies can be found in encyclopedias, books, and articles on the research topic. Extensive bibliographies are published in book form and provide comprehensive listings of material published in specific fields.

R/011/Go	<i>Good Reading: A Guide for Serious Readers</i>
R/810/Nil/Bi	<i>Bibliography of Bibliographies in American Literature</i>
823.09/Bu/Ni	<i>99 Novels: The Best in English since 1939</i>

that should be shared with the administrator whose support you want and need to win. Include statistics such as circulation statistics as appropriate but not to the point where dullness kills interest. Make the presentation stimulating, lively, very much to the point, specific and people-oriented.

Is the administrator known to have a favorite yardstick for gauging library media center use? Idiosyncracies are found just as frequently among administrators as among other persons! If so, play directly to them! One well-known and highly respected administrator who is the kind of library supporter everyone yearns for prefers to evaluate library media center usage in his school by the frequency with which the carpet needs to be replaced in areas he believes should be high-use areas! Not all idiosyncracies are this simple to identify but humoring them—no matter what they are—is good strategy.

Lack of clear communication through the years has left some administrators with the uneasy feeling that library media specialists are or want to be empire builders. Dispelling that myth is not always easy but administrators do understand more readily the role, program, and needs of the center when they are expressed in terms of the parent institution's total educational philosophy, goals, objectives, and programs. Integration of the library media center into the total environment of the school negates the charge of empire building.

Overidentification of the library media specialist with the center is another perception that occasionally still needs to be eradicated. The number grows fewer every year but, alas, there are still a few remaining administrators out there who believe that library media specialists hide in the center to jealously and zealously protect the resources from becoming worn out through too much use. As the administrator comes to appreciate from a well-planned presentation by the library media specialist the many avenues of interaction that exist between the library media specialist and the teaching faculty, between the library media specialist and the students, and the center and the classrooms, that myth dissipates also. High visibility of the library media specialist in many areas of the educational program is almost certain to win commitment from the administrator for the library facilities project at hand.

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Getting Administrative Commitment

One always hopes that firm administrative backing for and commitment to the proposed project will result from the initial conversation. Sometimes it does; more often it does not. Be neither disheartened nor aggrieved! Determine whether or not there are missing ingredients from this presentation that will help speed the decision-making process and turn it in the center's favor. If there are no missing ingredients, determine if there is any role (e.g., presentations to other persons or groups) the library media specialist can or should play in the decision-making process. Be realistic about the type of commitment being sought at this stage. One is not seeking a direct go-ahead signal to start planning a new or improved facility; one is asking for commitment to the recognition of the need for a new or improved facility with the understanding that this recognition will be presented in a positive light to the appropriate decision maker/s. This commitment also implies that the administrator will indicate personal and professional backing for the proposal.

Since financing has to be a major part of any administrator's firm commitment, the positive answer one would like to have ultimately can seldom be instantly rendered. The administrator, especially one in the public school sector, understands that funding for a major project has political implications. All supporters of this project, galvanized by the library media specialist with the support of the administrator, need to work together in gaining public support and political backing for the proposal.

Administrative commitment—when it comes, after all proper procedures have been observed—will be commitment to instituting a process for studying the needs, selecting the best option to meet those needs, and establishing a planning process. The commitment to provide a new, renovated, or expanded facility—unless a donor is waiting in the wings to finance the project—can come only at a later date and in accordance with local decision-making and funding policies and procedures. The first step, limited commitment, unsatisfactory as it may seem to the library media specialist who had hoped for a promise for an improved facility rather than initiation of a process that may lead to the desired outcome, is a

positive step forward. Now persons willing to listen, to evaluate the needs, and reflect on a selected option are alerted. Perhaps Thomas Heywood's proverb, "Rome was not built in one day," is an appropriate bit of advice for all school library media facility planners. Those libraries and library media centers rushed into being without thorough and painstaking study and planning are seldom satisfactory facilities. They may not collapse into great heaps on the ground but neither will they serve well all the functions they are expected to serve.

Once administrative support is assured a number of decisions have to be made by the administrator in charge of the project and the library media specialist before active planning gets under way. In order to avoid awkward misunderstandings at a later date the administrator and library media center personnel must reach a mutually agreed upon definition of a school library media center, its function, and its role. This definition provides focus for future discussions and for the planners. Beyond arriving at the mutually agreeable definition, the library media specialist's most serious responsibility at this point is to insist that a planning process be established that is to be followed from the moment active planning begins until the facility is occupied. Administrative commitment to the establishment of and adherence to a process is *essential*.

Responsibility for planning should be clearly delineated, assigned, and announced by the administrator. The decision-making process should be outlined and the final decision maker/s identified. Also of paramount importance is the establishment of communication channels. Countless hours can be wasted in wheel spinning if clear communication channels are not established and well publicized. If there are persons involved in a given situation who may choose to try to work outside the established procedures, unclear communication channels make "end runs" all too easy!

The Building Committee

The selection of the planning team, normally the joint decision of the administrator and the library media specialist, requires considered thought, tact, and diplomacy. Members chosen must be able to bring to this effort unique strengths and focused vision as well

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as the respect of their peers. Appropriate faculty representatives may be the most difficult appointments to make for one must often choose between a senior faculty member who seldom uses the center but has political clout and a junior faculty member with long-range vision who is an enthusiastic library media user and inspires equal enthusiasm among the students. Choices from other constituencies to be represented are usually more obvious and less painful to make. The assembled planning team, acting in response to a formal *and* written charge of responsibility prepared by the administrator and the library media specialist, is—other than the final decision maker/s—the most important element in the planning process. The library media specialist is the most important cog in that element. If a library consultant is to be used in the planning process, that fact should be included in the charge, and the process for selecting the consultant should be made clear. The library media specialist and staff educate the team about all aspects of the center—its role, its services, its programs, its failures, its successes, and its needs—which are not in fact *its* needs per se but the needs of students and faculty for learning resources.

The planning committee should have access to a collection of reference materials pertinent to the design and development of school library media centers, articles describing outstanding school library media centers and their programs, appropriate state department of education publications dealing with school library media centers and professionally prepared national guidelines such as the American Association of School Librarians' *Information Power*. If the members of the committee are not familiar with the range of new technologies suitable for inclusion in the library media center program, detailed and descriptive information about services such as DIALOG and WILSONLINE should also be available to them.

A selective list of school library media centers and libraries for the planners to visit individually or collectively is essential. In preparing this list the compiler should include not only those facilities with unique features worthy of being considered for inclusion in the plans but also features that are to be avoided at all cost. As much can be learned from the mistakes of others as from their successes.

The process for choosing an architect varies from school to

school. Some schools keep architects on a permanent retaining fee to handle all building projects in order to maintain a sense of architectural cohesiveness; some schools select architects as each project comes up. Although it is not of vital importance that the architect be chosen at this point, it is of vital importance that the decision be made now as to how, when, and by what person or group of persons the architect will be selected. The choice of an architect is usually the responsibility of the governing board. One hopes that the governing board will welcome recommendations from the administrator responsible for the project, the library media specialist, and the planning committee if it has been named at the time of architect selection.

Unless a special reason (e.g., funding for the project is available for a limited period of time) exists, preparation of a timetable is best delayed until the planning committee feels it has made sufficient progress to make a realistic projection.

School library media centers are a direct and telling reflection of the planning or lack of planning that goes into them. The planning process has to be deliberate—taken step by orderly step; shortcuts can and frequently do spell disaster. Mapping the campaign to win administrative support, “public” support both within and outside of the school building, and financing, is an exercise in political strategy similar to the mapping of a campaign by a candidate for public office. The library media director must be as prepared for facing in-school political confrontations as those in the community. The moment that word begins to circulate about a proposed upgrading of the library media center, the library media center is placed in direct competition with other real or imagined space needs. Major rivals for new or upgraded space such as science laboratories, gymnasiums, art centers, swimming pools, and auditoriums have their faculty advocates who are often avid and sometimes vociferous protectors of their turf. Ignoring the political aspects of library media center facilities planning or being unable to document the needs is both unrealistic and naïve.

Like any good strategist, the library media specialist who is directing the campaign must chart sources of support and opposition and try to strengthen the one and neutralize the other. Like any good politician, the library leader chooses strategic points at which to “call in” credits and count votes.

II.

The Needs and the Options: Preplanning

Needs can be so blatant they almost shriek for attention; needs can be so subtle they go totally unnoticed by the unobservant or the uninitiated, or they can run the full gamut between blatancy and subtlety. Needs can be both real and imagined! Sometimes an annoyance as minor as one stained ceiling tile can become so irritating that it magnifies into a major need in the eyes of the daily beholder. Discriminate carefully between the real and the superficial needs.

Assessing Needs

As the realization grows that the facility is failing, aging, shrinking, losing its old flexibility, or becoming a genuine academic or even physical hazard, one is saddened if it has been a good facility whose time has come. Equally, one may be delighted and relieved if it has been a long-time disaster. Whether one is euphoric at the thought of new splendor or devastated by the thought of abandoning an old friend, one must be aware of the many ways—both large and small—the facility is crying out its inability to serve any longer:

- Resources in a variety of formats are sufficient but space to make use of them is not available.
- Making use of new services such as WILSONLINE is impossible because antiquated wiring will not support one more piece of equipment.
- When all books are returned for the summer, 25 percent have to be shelved on the floor.

- Users are standing in line for the only microfilm reader the center has space to accommodate.
- Floor sitters are there from necessity rather than from choice.
- Readers huddle around the windows that provide the only decent light.
- The furniture is a real mishmash and does not produce an environment conducive to orderly learning.
- Nineteen pieces of AV equipment are stacked outside the AV storage room because there is no more room inside.
- Users incessantly ask the locations of areas and resources because lack of space prevents any semblance of logical arrangement and the graphics are no longer pertinent.
- Two staff members who have to share a desk are constantly bickering.
- Volunteers are dwindling in number because they have inadequate workspace.
- Repetitive questions frustrate and irritate the staff:
 - "Why can't we have nice posters the way other libraries do?"
 - "Why aren't all the reserve books in one place?"
 - "Why does someone always have to go to the attic to get a magazine when I only want to look at one page?"
 - "Why can't the debate society ever use the conference room anymore?"
- Comments float through the air that one never wants to hear or overhear again:
 - "My teacher told me to go to the public library to use the reference books because there I can sit down at a table and use them."
 - "We are going to use all our departmental budget to buy a VCR because it takes too long to sort one out of the media center's AV jungle"
 - "I am tempted to give up research projects with my class because there is no longer space for me to take my class to the center."

Whether the facility is a well-worn friend or a worn-out enemy, its cries of pain and those produced by its patrons and staff cannot be ignored.

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Response to the facility's and its users' requirements at this point involves identification of needs rather than seeking an architect to design a dream building. The blatant needs are so obvious that listing them for later corroborations by others is a simple matter. The subtle needs present challenges!

If there is a cardinal sin at this point, it is that of operating or trying to operate in a vacuum—which is to say out of your own head or your own perceptions. *Do not be a loner!* Form a clear vision of the kind of help that would be most effective in identifying the strengths and weaknesses of the current facility and the program that the facility serves. Is the program too limited to meet effectively the needs of teachers and students? Is the program limited by lack of space or lack of appropriate space, or is the limited program the product of lack of vision? Perhaps, on the other hand, teachers and students find the program ideal to meet their needs. What do teachers and students like best about the library media center and its program? What do they like least? What resources and services, not currently available, would teachers and students like incorporated into the center and its program in the future? Tedious and repetitious as these questions may seem in light of the library media specialist's continuous reaching out to find ways to better serve the users, the questions must be asked in a way that forces serious thinking and probing evaluation rather than a quick response at the circulation desk, at the lunch table, or in the hall between classes. If one is serious about planning realistically for an improved facility specifically designed to meet the needs of the users, there comes a time for that moment of truth. What are the best vehicles for obtaining this truth? Whose help does one most need?

It is not necessary to make a major production of this informal assessment because faculty and students will have opportunities for extensive input later in the planning process. The best option may be a single and simple questionnaire to departments asking for reactions to statements or specific questions posed by the library media specialist. One is attempting only to appraise reactions to the current facility and program and project in broad and general terms needs for the future. Either discuss the purpose for the solicitation of departmental help with the department chairperson

before the questionnaire reaches the department for consideration or, with the agreement of the department chair, attend each departmental meeting prepared to function as the discussion leader for an open discussion based on the statements and questions prepared for the questionnaire. Using the issue of the library media center, in terms of the facility and its program, as a single agenda item for a curriculum committee meeting or the meeting of a comparable group such as an academic or department head committee meeting is a viable alternative to a questionnaire. Whatever approach is chosen should be low key since one is seeking impressions and reactions rather than the myriad of details needed for specific planning of a program and facility for the future. Find an equally uncomplicated approach to seeking student input. If a forum such as a student council with broad representation from all classes exists, arrange to use that or a similar group as a sounding board.

Students can be excellent prognosticators because they are the chief users of the library media center and provide the sole reason for its existence. As habitual users they are quicker to spot the subtle everyday needs than are the faculty who may be good users but on an irregular basis. Students of all ages are so familiar with technology and technological services that they make use of them wherever they are available. Students in urban areas are frequent users of public and university or college libraries that are more sophisticated in their use of technology than most school library media centers. Based on their experience with services such as WILSONLINE they will give honest evaluations of the usefulness of these services, as they see them, in their school library media center. They live on a daily basis with the comforts or discomforts of the current facility, the wealth or dearth of resources and services, and are good judges of the effectiveness of the center in their academic lives. Students can be an astonishing source of strength—both with their observations and suggestions and in terms of the political clout they can exert, if and when needed, within their circles of families and friends in the community.

By using the results of this informal assessment from faculty and students as indicators of genuine reactions to the library media center as it is and general needs for the future, one develops a springboard into the next step. This will be a review and analysis

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of the program in preparation for upgrading it as part of the final planning process.

Although the terms "library media center program" and "library media center building program" seem familiar and straightforward terms to those of us in the profession, many nonlibrary-oriented persons have trouble with them. In discussing these terms with almost any nonlibrarian it is well to clarify the meaning of these terms briefly so that real two-way communication can take place. People generally tend to feel put down and like outsiders when they perceive that they are being talked to in jargon. For the exercise we are undertaking we want everyone to feel like an insider—or at least an "our-sider"!

Redefining the Library Media Program

The one requirement for definition of the term *library media program* is that it be succinct. Perhaps the most comprehensive and comprehensible statement is to be found in *Information Power*:* "The school library media center program encompasses all the resources and activities through which the library media staff translates the mission into reality." The library media center building program is not as easily definable in such concise terms. Designed to be the architect's reference guide throughout the entire design process, the building program is a statement of specifics. The program details the spaces—area by area in terms of square footage, planned usage, number of students to be accommodated, special requirements, spatial relationships, utilities, millwork, technical equipment, and furnishings. The building program is not the design; the building program is the basis for the design. Since the library media center building program is prepared in order that a proper facility may be designed to accommodate the library media center program, the library media center program profile needs to be as specific in its own way as does that of the building program.

**Information Power, Guidelines for School Library Media Programs*, prepared by the American Association of School Librarians and Association for Educational Communications and Technology (Chicago: American Library Association, 1988), 14.

All elements of the current library media center program need to be examined and reevaluated in context of the informal assessment, the usefulness of each element from the point of view of the media center staff, and the potential impact of more space. If the program has outdated elements, eliminate them. If the program includes high risk elements that were included on an experimental basis and the experiments were not as successful as hoped, have the grace and the courage to discard them now. One of the great perks of a library media specialist is the freedom to take risks by incorporating new elements into the program and deleting them when they prove ineffective or are no longer pertinent. It may have been a great idea to offer story hours after school for five- and six-year-old youngsters at the time that element was introduced because there were few facilities available to children of working parents. Now that many after school programs exist in facilities other than schools, the story hours may be attracting only four youngsters instead of the former numbers ranging from twenty-five to thirty for every occasion. Since that program element has obviously outlived its usefulness the time has come to cease offering it. Are there elements of the program that the faculty or students noted as irrelevant or little used or little liked? Consider those elements for deletion now. Are there program elements that the staff sees as underutilized and unnecessary that could be eliminated with no ill effects? Are there, on the other hand, elements that seem underutilized but that should remain for a longer period of time in the program while the staff gives more emphasis to them? Some program components are not used sufficiently because the users do not understand them thoroughly. Some are so seldom needed that faculty and students forget about them but they should be retained because they have no replacement counterparts (e.g., interlibrary loan services). Some elements of the program may be undervalued by the users because there is insufficient space to implement them properly. Focus on all components of the current program and identify them singly under four category: **instructional services, user services, technical services, and administrative services.** Prepare a program overview as a working list. Whittle the existing program down to manageability by eliminating the unused, the superfluous, and the outdated or outmoded. Most

THE JOHN DOE SCHOOL* **LIBRARY MEDIA SERVICES PROGRAM—AN OVERVIEW**

I	II	III	IV
INSTRUCTIONAL PROGRAM	USER SERVICES	TECHNICAL SERVICES	ADMINISTRATIVE SERVICES
<u>Library Media Center Curriculum</u>	Bibliographies	Aquisitions	Budget: preparation, monitoring & implementation
Bibliographic instruction	Book talks	Ordering	Consultation
Book talks	Career focus	Receiving	Evaluation
Computer instruction	Circulation	Cataloging	Facilities monitoring
Database searching	College corner	Circulation	Facilities planning
Equipment skills	Computer information retrieval	Computer input	Grant proposal writing
Read-Aloud sessions	Displays	Equipment repair & maintenance	In-service training for: faculty & support staff
Story hours	Film & video-cassettes	Filing	Long-range planning
<u>School Curriculum</u>	Guest speakers	Inventorying	Personnel administration
Classroom instruction	Individual research	Preparing resources for bindery	Policies development
Computer searches	Interlibrary loans	Processing	Program development
Faculty workshops	Networking	Withdrawing & discarding	Public relations & communications
Planning with teachers	Photocopying		Self assessment
Reading lists	Production		Staff development
Summer reading program	Laminating		Total supervision
<u>Collection Development</u>	Slides		Volunteers selection, training & supervision
Archives	Taping		
Curriculum analysis	Audio		
Evaluating gifts	Video		
Locating out-of-print books	Reference		
Reading reviews	Reserve resources		
Selecting new resources	Title page service		
Special collections			
Upgrading collections			
Weeding			

*Jeanette Smith, Librarian at Forsyth Country Day School, is responsible for this format

programs have one or more "wishful thinking" elements—those that the library media specialist or staff included in the program and always wished they had time to implement. Since these may well be the program aspects nearest and dearest to the hearts of the center's personnel they may also be the ones the staff is most reluctant to part with. But go they must unless they are going to be implemented. The time has come to deal with realities. This bare bones policy, after the deletions, may look overly austere but as Phase 2 of the planning process it will be expanded to meet new, identified needs. And a wish list can always be added!

Resources to Support the Program

The program overview covers only the service elements. Other elements to be considered in conjunction with the services are the resources, the equipment, and the staff. An indication of the adequacy or inadequacy of the resources will have appeared in the informal assessment. This assessment needs to be supplemented by the professional opinions of the staff. How much dead wood is in the bookstacks? Why is it there? Is it there because the staff has not had time to properly weed the collection during immediate past years? Is it there because of sheer carelessness on the part of the staff in removing it? Is it there because of someone's (possibly an administrator's) misguided idea that quantity rather than quality is a substantive standard? Is the collection harboring filmstrips that have not been used in ten years because they have been superseded by comparable information in newer and better formats? How many slides have faded beyond recognition? Are badly scratched disc recordings taking up space even though they were replaced long ago by cassette recordings? Pamphlet and information files are frequent objects of neglect. How up to date is the material in these files? How many trash bags should be filled with outdated pamphlets, government documents, and clippings from these files? How many pieces of broken equipment that are not worthy of repair, equipment in need of repair, or obsolete equipment remain in the AV storage room?

Library media specialists occasionally ask why the program analysis and update are matters of such high priority at this time.

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These processes are given high priority at this stage because the program is and must be the basis of facility planning and the facility must serve the program. It is essential that the program be at a basic and honest level as a foundation for the expanded program to be designed later. For instance, one cannot plan realistically the number of square feet needed for AV storage until one knows how many pieces and what types of equipment plus projected additional equipment are to be stored. Neither can one be ready to project new services until one evaluates with precision the services now actually available to the users; nor can one project staff needs without evaluating how well the staff delivers the current services and their potential for delivering additional services.

If there is a gray area of uncertainty in this program review it will probably be in the area of the wonderful new technologies—especially if the current facility has suffered from lack of space or an antiquated electrical system incapable of supporting an array of new machines. Funding may have been insufficient to support the installation of equipment to deliver new services or to introduce and maintain the services on an annual basis. Let no one, especially those administrators who make the financial decisions, be unaware of ongoing costs for purchased services such as Online Computer Library Center, Inc. (OCLC)! To say that automated services are expensive is the understatement of the year, but then cost-benefit considerations must enter the equation, too! If priorities are not in place for the introduction of a variety of automated services into the program, establish them now even though the order may be rearranged as part of Phase 2 of the planning process. The library media specialist and the staff should investigate now the systems available to implement the priorities, select the best options, and obtain specific cost estimates—both initial and annual support charges. A point of discussion for the building committee will be to determine whether or not the cost estimates for the improved or new facility will include the start-up costs for a variety of automated services. This point should be clarified before the contract for the project is negotiated or goes out for bids. The very best kind of cost estimate to present to the voting public is an all-inclusive one that covers architect's fees, construction, decorating, furnishings, equipment, and start-up costs for new automated ser-

vices. There is a good supply of dire tales about newly completed, expensive library or library media center facilities for which no money has been allocated to decorate, furnish, equip, or institute new on-line services. If the construction contract is not to include any of these items, the monies need to be allocated and budgeted as separate items in the cost estimates. By having the priorities established, the best options chosen, and the cost estimates in hand, in need only of upgrading to reflect increased costs, the library media specialist will have completed an important step in the preplanning stage.

Users and Curricula: The Same or Different?

Keeping in mind that to accommodate the program, the facility needs clearly identified spaces in which each program component is implemented, the library media specialist next must determine whether the planned facility will be serving the same or a different constituency. As part of long-range planning, schools, school systems, or districts prepare demographic studies. Since the facility will be planned to serve all the potential users with its program, the library media specialist needs access to any long-range projections for the parent institution:

- Is the enrollment expected to remain stable, to increase, or to decrease within the next five years?
- If there are predicted enrollment changes, at what grade levels will the changes be most marked?
- Will any grade levels be added or deleted?
- Is a merger with another school likely within the next five years?
- If the school is now a single-sex school, will it become a coed institution within the next five years? Or conversely, will it go from coeducation to single-sex education?
- If the school is now a boarding school, will it become a day school only within the next five years? Or will the proportion of boarders to day students shift? Or will it convert from a day school to a boarding school?
- If the school is an independent day school, are there any plans to move to a new location within the next five to ten years?

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- Is the ethnic makeup of the student population likely to change within the next five years? If so, how?
- Will the number of teaching faculty remain relatively stable?
- Are major changes in the school's community expected within five years (an influx of non-English speaking families, for example)?

Be realistic about the constraints placed on the current program by the facility. If the library media center is going to be serving the same type of parent institution, approximately the same numbers of users, and the same ethnic makeup of student users, the identified needs of today will probably remain fairly stable. If the center is going to be serving more users, how and in what proportion will the demands expand? If the center is going to be serving fewer users, will the existing facility, after a face-lift and some reorganization, be adequate? What will be the impact of other predicted major shifts in the student population? If the school foresees a move to a new location, the entire thinking about library media facility planning will change and become an integral part of a new master plan for the entire school. Whatever the predicted changes or lack of changes may be, all planning must be done within the context of the situation of the parent institution at the time the facility will be ready for occupancy.

Because the library media center program does not operate as a separate entity within the total educational program but as an integral part of it, the library media specialist must know for planning purposes whether or not any major curricular changes or radically different teaching methods are anticipated within the next five years. These kinds of changes are not easy to predict. New or modified mandates from the state level are always possible and not always foreseeable but one anticipates most of these as part of the continuous process of change. Exciting new curricular or teaching trends may appear unexpectedly on the educational scene and be incorporated into the educational program but this one also accepts as part of the process of change. In terms of specifics, the very best one may be able to determine is whether or not any plan is afoot for a thorough curriculum review or if any such review has been scheduled. Presumably the library media specialist would be a

member of the curriculum review committee and thus privy to anticipated changes. Library media specialists have a vital role to play in curriculum review and planning because they have such a broad view of the total curriculum through their work across all grade levels with individuals, entire classes, and small groups in practically all subject areas. They are excellent resource persons because of their familiarity with a broad range of materials that strengthen teaching and learning as well as the bibliographic materials that will lead to a great expanse of resources. If the school is one of the few remaining unenlightened schools that do not automatically include the library media specialist as a member of all curriculum review and planning committees, he or she must be alert to the activities of such committees and seek, through back door channels if necessary, pertinent feedback for use in designing the expanded library media center program.

Looking at Facility Options

Through the combined data acquired through the informal assessment by faculty and students; the in-house and in-depth review and analysis of the center's program; projected changes or retained status quo of the parent institution; and potential changes in the curriculum or teaching methods, tentative goals and objectives for the expanded program to be served by the planned facility are becoming obvious. Now, as part of preplanning the library media specialist needs to explore all facility options that might satisfy the identified needs and objectives. Not all options are going to be equally attractive, but attractive or unattractive, the media specialist's responsibility is to identify them against the day when the building committee will select one option to recommend to the decision makers.

Here again the library media specialist should not operate as a loner. If the school is part of a district or system, the library media supervisor can be of immeasurable help in sorting out the options. If no supervisor is available locally, check with the state department of education, the state library or the state library development unit to determine the kinds of consultant service they offer within the state. A neighboring university, college, or public library may have

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a staff member with appropriate expertise for considering the options with the library media specialist and the other staff members. If a consultant is to be used on this project, this may be the appropriate time to bring that person into the process. Another option is to assemble a team of respected school library media specialists and ask for their help. An informal team made up of two or more school library media specialists, an instruction and library resources and programs-oriented administrator, a business-oriented administrator, and a library-oriented faculty member might bring an interesting perspective to the process of identifying viable options. Other than the ongoing consultant and the local school library media supervisor, all other persons involved in this process would have a one-time-only function.

The one-time function is to review the assembled data and consider both those data and the tentative goals and objectives for the expanded program in context of space—space available in the current facility and the space needed to accommodate an expanded program that will reflect new learning trends and the use of many of the new technologies. From this consideration will come a list of viable options to meet both the current needs and the needs generated by an expanded program. The options will be for the use of the building committee in phase 3 of the planning process. What are the viable options?

Addition to the existing facility

Is there sufficient space and is the construction of the current facility such that new construction is possible?

Additional space

Are there adjoining spaces that could be incorporated into the facility? Are the walls adjoining these spaces retaining walls? If so, would the replacement of the walls by columns hinder the traffic flow or efficient organization of space? Would the cost of new steel beams to replace the retaining walls be cost effective in terms of gained space?

Merger with another media center, public, or branch library

Mergers are surely the least attractive of all options but are

neither impossible nor untried. They need not be a disastrous approach to good library services. Geographical proximity is a necessity!

Shared programming

Shared programming (e.g., storytelling) taking place in an adjacent or nearby library or library media center relieves the pressure of providing space for limited or special needs. The sharing of programs, a venture several steps short of a merger, can save space as well as introduce new elements into the program.

New building or new facility within a new building

A new building or a facility within a new building is the ideal about which all librarians and library media specialists dream! It may also be the impossible, unnecessary, and impractical dream! But if this is what it is going to take to fulfill the needs and objectives, the person or group of people studying the options should not hesitate to make this recommendation even though they are aware that this is the most expensive option and therefore probably the least appealing to the decision makers. This is not yet the time to compromise!

New space

Is there other space or another building that could be suitably converted to a library media center? Gymnasiums are high on the list of desirable "other spaces" because their large areas of open space are easily converted to other uses. Auditoriums and dormitories, among other types of buildings, have been successfully converted to libraries and library media centers.

Portable space

The thought of a portable structure should not be viewed with horror; attractive and durable structures are on the market. Urban schools that lack space for building expansions or new buildings can usually find space for a kiosk or other type of portable structure to be used for limited and special purposes (e.g., a storytelling hut) on a playground or other small but central space. Porta-Structures Industries is one company that manu-

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factures attractive portable library structures. These can be very appealing—especially to young library users. Under special circumstances, such as a planned move by the school to an entirely new campus at the end of a five-year period, a school may not want to build one more expensive building on the present site. Mobile units can be designed to serve as fully equipped libraries or library media centers. Three factors in favor of portable structures are that they are cheaper per square foot than traditional buildings, they can be ready for use relatively quickly, and can be sold or converted to other uses when more permanent facilities become available.

Reorganized space

If the current space is adequate in size although inadequate in its organization and the site is ideal, gutting the facility and redesigning it is an attractive option.

Restored space

In spite of the vociferous protests of librarians and library media specialists many libraries and library media centers have had space taken away from them during the years. When space within the facility has seemed superfluous to some well-meaning but ill-advised administrator that space has frequently been reassigned for nonlibrary purposes. The most frequent thief in recent years has been computer centers. Only a minute portion of borrowed or stolen space is ever restored for library purposes. If the space taken away *were* restored, would the space be sufficient to meet the needs?

Satellite centers

The establishment of satellite centers is a viable option but not without hazards that should be recognized and resolved in advance. Professional staffing for satellite centers is just as necessary as it is for the main library media center. Since lack of appropriate professional and nonprofessional personnel can be one of the major hazards of using satellite centers to solve space needs, this solution should be resorted to only if there is an advance guarantee of adequate staff. Another potential problem

can be lack of accessibility for users. A satellite center too far removed from the users—even though it means improved space—discourages rather than encourages users. Availability should never be mistaken for accessibility! Satellite centers can be successful solutions only if the conditions are right.

Few schools have more than three or four options available and some may have only one option. Selecting from among them can be a complex or relatively simple process—depending on the number of realistic options available. The building committee will choose *one* option after phases 2 and 3 of the planning process are completed and make one recommendation to the decision makers. *Presenting the decision makers with more than one option does not represent a "task well done"; it represents a dereliction of duty.* If a school has a number of options available, the use of persons with some recognized expertise from outside the confines of the library media center and the school introduces a measure of objectivity to the process.

At this point the library media specialist can be confident that the completed preplanning processes have provided a strong foundation for the planning process itself and that the planning process is now ready to move forward in a logical fashion.

III.

Developing the Planning Process

Consciously or unconsciously, overt and subtle strides have already been made toward achieving the ultimate objective:

1. Administrative backing for the planning
2. Administrative/library media specialist mutual understandings
 - definition of a library media center and its role
 - the decision-making process, including identification of the decision makers
 - clearly delineated communication channels
 - appointment of the building committee and the charge to the committee
 - selection or appointment process for an architect.
3. Administrator/library media specialist commitment to an established process
4. Preplanning processes completed
5. Identification of options

Taking the first steps in any new project can be a scary experience and especially scary the first time one is involved in a facility planning process. The planning has to be right; there is little margin for error. The library media specialist planner or those library media specialists who follow the planner will have to live with this facility for many years to come. The thought of living with or forcing others to live with a facility that is less than satisfactory because of one's mistakes is scary! Individually the successes already achieved are important in themselves; collectively they are important because they have cleared the way for responsible and logical planning.

What the Building Committee Needs to Know

Educating the building committee as it assumes its official role is the responsibility of the library media specialist and staff as needed. Assuming that individually the committee members are neither equally library-oriented nor experienced in any kind of facility planning, the education process starts at ground zero and is so thorough that future flounderings will be—or at least should be—well nigh impossible. Sharing the chair or the microphone or the podium with the administrator in charge of the project at the first meeting is both an astute political and a practical move. All that has been accomplished to date is reviewed in detail; the charge to the committee is reiterated; the necessity for open communication through designated channels cannot be overemphasized. The mere presence of the administrator at this first meeting conveys an air of official blessing and seriousness of intent.

Recognized ground rules or guidelines are minimal and simple but they are the key to a successful outcome:

Cardinal Guideline #1 (for Facility Design): Form Follows Function

The library media center program determines the interior design of the facility. Just as a person selects an article of clothing to fit the wearer, so does an institution accept a design for a facility (whether it be the library media facility or another one) to meet the needs of the program. The program does not serve the facility; the facility serves the program.

Obvious and straightforward as this cardinal guideline seems to be, the unwary can encounter stumbling blocks. The major stumbling blocks can, but do not need to, relate to the aesthetic versus the functional conflict within the architect. The decision maker/s may become reluctant to insist upon adherence to "form follows function" when confronted by the architect's aesthetic principles expressed perhaps with compelling rationale and charm. This reluctance should not be surprising. We ourselves, as educators, tend to resent any person, however qualified, from another profession telling us how to "run" education and are therefore reluctant to

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attempt to direct persons from another profession. This impulse is totally misguided on the part of the decision maker/s in this case because adhering to a clearly stated principle is quite different from telling someone what to do.

Architects are not a strange or malicious breed of professionals. The disastrous buildings that many of us cope with on a daily basis did not necessarily result from uncaring architects but most likely from institutional reluctance to adhere to this guiding principle lest artistic creativity be sacrificed. Architects appreciate all the help they can get and if that help is not delivered in an organized and professional manner, preferably in the form of a building program, the architect's only alternative is to design a building and hope it meets the needs that no one has spelled out for him or her.

Cardinal Guideline #2 (for the Planning Process): Constant, Consistent, and Open Communication among All Persons Involved in the Process from Start to Finish

What happens when the proper channels are ignored can range from the sublime to the ridiculous to the utterly disastrous! On one campus the architect, realizing the agreed-upon budget had been exceeded, made the decision without consultation with anyone to cut off the stack area. In the mind of this architect, the stack area was the least aesthetically pleasing area and therefore the most readily expendable. In another school the library media specialist dared to take two weeks of her summer vacation away from the site and returned to find the *only* stairs to the mezzanine rising from the middle of her office! A member of the building committee, acting in solitary fashion, had made that woeful decision. Every person who has ever been involved in facility planning has a cache of horror stories. Laugh not and think smugly, "That could never happen to me." If open communication along designated channels is not maintained, horrors not only can happen but are very likely to do so. Do not let the facility you are planning provide one more example for anyone's collection of stories.

**Cardinal Guideline #3 (for the Library
Media Specialist and the Building Committee):
Do Not Pretend to Be Architects**

The roles of the library media specialist and the building committee are to interpret the needs in great detail for the person preparing the building program. However, once the building program is completed and approved it goes to the architect. The role of the architect is to translate the building program into design. Do not interpret this to mean that it is inappropriate for the library media specialist and the building committee to suggest design changes to meet the needs. Suggesting changes is perfectly legitimate and usually necessary but it is the architect who makes the design changes.

These three guidelines are indeed minimal, but they are so important to the success of the project that they should become a virtual catechism—to be repeated aloud or silently every day until the GRAND OPENING occurs.

The library media specialist must keep in mind that all the important bits and pieces of knowledge that are so familiar to those of us in the profession are not necessarily familiar to the members of the building committee. No item of information, no matter how small, is too small to communicate to them. Better to err on the side of too much rather than too little, when it comes to information. Make a clear distinction between those things the facility must be designed to *do* as opposed to the needs it must *fulfill*. Spell out in detail those things the facility—whether new, renovated, or expanded—must do in order for the library media center to carry out its leadership and support roles within the school:

1. Meet the needs of users and the needs of the school by providing
 - Adequate and appropriate space for individual and group use
 - Adequate and clearly defined areas for the use of resources in a broad variety of formats
 - A climate conducive to formal and informal learning experiences

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2. Accommodate an ever-growing and changing library program and expanding resources and services
3. Make use of current technologies and provide the capability to include use of those that will be developed in the decades ahead
4. Conserve and preserve physical and human resources
5. Be sufficiently flexible to permit changes—as yet unknown—that will inevitably occur in the future. **BUT—BEWARE THE DESIGN THAT IS SO FLEXIBLE THAT IT SERVES NO FUNCTION WELL!**
6. Provide easy access to resources—print, nonprint, human, and technological
7. Provide adequately designed workspaces for the library media specialist, the library media center staff, and volunteers
8. Provide adequate storage space—**FOR NOW AND FOR-EVER**
9. Allow maximum staff control with minimum effort (Never allow this to be interpreted as “minimum staff with maximum effort.” This is a frequent misinterpretation!)
10. Require minimal maintenance (e.g., flat paint shows every soil mark, smudges easily, and wears graffiti proudly; carpeted floors are cheaper and easier to maintain than tile or parquet)
11. Allow—wherever feasible—space to serve dual functions
12. Be expandable when the need arises—whether that need may arise in five years or twenty years (new facility planners today might not be planning new facilities if the planners of all those years ago had planned for expansion)

Facility planning can never start too soon and occasionally does not start soon enough! Because the decision-making processes vary so widely from school to school, district to district, system to system, and community to community, making a prediction about a normal time span for the project—from the start of active planning through facility completion—can be risky. Time was when a three-year time span from the time the building program was accepted to the completion of a new or greatly expanded facility was considered normal. Today that time span can be considered as possible

but not likely. Sudden shifts in a community's political and economic climate can have an adverse impact on the voting public, if a public vote is required—and especially in small communities the financing is approved or disapproved at the polls. No board of education or board of trustees, if the final approval is within their jurisdiction, is going to give the go-ahead signal when faced with an unfavorable political or economic climate within the community. Changing tax laws can eliminate the gifts of a major donor or donors if the project is in the private sector of education. Unforeseen strikes in the building trades, shortages of materials, and lengthy bouts of inclement weather can prolong the building process.

Phasing the Planning Process

The planning process, however, must not be inhibited by these or other unknown variables. Because the planning is a time-consuming and demanding process, it must move ahead in an orderly fashion. If planners think of the total process as a series of distinct planning phases, the process is a satisfactory one that permits progress to be measured in tangibles. Even the most optimistic and cheerful planners can become pessimistic and discouraged by what seem to be endless palaverings about a single goal that is miles away. Each planning session needs an agenda with an objective that can be measured in some way at the end of the session. Let there be no sessions that leave even one person feeling that the time spent was an exercise in futility! Let the planners review a series of logical phases without discussing at this point the implementation steps necessary for each phase; let them also understand clearly that the process will involve, in addition to the members of the committee, a number of persons with various kinds of expertise. The phases can be laid out as follows:

- Phase 1: An In-Depth Survey of Current Programs, Services, Resources, Staffing Patterns, and Financial Support
- Phase 2: Thinking about the Future
- Phase 3: Objectives and Commitment

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- Phase 4: Site Identification*
- Phase 5: Architect Identification*
- Phase 6: The Consultant*
- Phase 7: The Building Program
- Phase 8: Architectural Drawings, Schematic Designs, Design Development
- Phase 9: Final Design
- Phase 10: Working Drawings
- Phase 11: Selection of Contractor and Negotiations
- Phase 12: Planning for Alternative Services
- Phase 13: Selection of Equipment; Ordering or Inviting Bids
- Phase 14: Planning for the Interior Decoration
- Phase 15: Construction: Building, Expanding, or Renovating
- Phase 16: Accepting Equipment Bids
- Phase 17: Accepting the Building or Renovation
- Phase 18: Decorating and Equipping the Facility
- Phase 19: Moving and Settling Resources
- Phase 20: The Grand Opening/Dedication

The new or expanded facility for which one plans in 1992 will probably not be a reality until 1996 at the earliest; the renovated facility might be a reality in 1995. What these dates tell the planners is that any facility for which one starts planning today must reflect the new thinking, trends, and technologies that will affect library media centers well into the twenty-first century. While one cannot predict with pinpoint accuracy these or what their impact will be, one can make relatively intelligent speculative judgments based on just-appearing trends that will be full-fledged rather than embryonic within a few short years,** and current educational research and experiments. What will the impact be on the library media center when electronic classrooms become the norm? Will the *Readers' Guide to Periodical Literature* or any encyclopedia still exist in paper format in five years? Will index tables, one of the sacred cows of standard library media center equipment, be obsolete because of lack of paper indexes? Are the sinks and run-

*Can and frequently do occur in earlier or interchangeable phases

**Robert Rothman, "Librarians Plug into the Information Age," *Education News*, November 30, 1988, 1.

Start Here		
Phase 1	Phase 2	Phase 3
In-Depth Survey	Thinking about the Future	Objectives
Choose Carefully Here		
Phases 4-6		
Selections of Site, Architect, and Consultant		
Be Meticulous Here		
Phase 7	Phases 8-10	
The Building Program	Design Development Final Design Working Drawings	
Hope for the Best Here		
Phase 11		
Selection of Contractor		
This Is How It Will Look		
Phase 12	Phase 13	Phase 14
Planning for Alternative Services	Selection of Equipment	Planning for the Interior Decoration
No Turning Back Now		
Phase 15	Phase 16	Phase 17
Construction	Accepting Equipment Bids	Accepting the Building
Hard Work Here		
Phase 18	Phase 19	
Decorating and Equipping	Moving	
Celebrate Here		
Phase 20		
The Grand Opening/Dedication		

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ning water that library media specialists formerly insisted on having in the workroom necessary for any justifiable library purpose other than supplying water for the staff's coffee pot? Will fewer tables and carrels be needed because counters equipped with electric outlets will be more appropriate for using electronic reference books? Will circulation desks be redesigned or no longer necessary when computer terminals and barcodes replace charging machines and circulation cards? Are viewing rooms about to become obsolete because every classroom or every teaching station will be well stocked with monitors and VCRs? Will AudioGraphic Teleconferencing that enables our gifted high school students to take college courses for credit create a demand for vastly expanded resources and services? Will the graduate courses our faculty will take via AudioGraphic Teleconferencing force us to rethink the nature of workspaces for faculty as well as expand the professional collection? Will laptops become standard circulation items? Will library media centers be networking bibliographic instruction programs or single programs through AudioGraphic Teleconferencing? Whether or not the library media center program on which the building program will be based makes use of such resources currently, these trends have to affect the planning for the program of the future as well as the facility of the not-so-distant future.

The building committee as an entity will not be involved in every phase of the planning process. As individuals some of them will be involved in their roles as teachers or department heads but with responsibilities other than those they assume as members of the building committee. The collection of reference materials, assembled by the library media center staff, will be readily available to members of the building committee. A portion of these materials will merit discussion in full committee meetings; others will provide background information for some focused committee discussions. All can contribute to the education of committee members, if materials are screened carefully. Do not waste the time of the committee members by including nonrelevant materials. The selective list of school library media centers and libraries for the members to visit should be truly selective—chosen because there are features to be pinpointed, not because they happen to be in the geographical area. The name of the appropriate contact person in each

facility should appear, along with the telephone number, with each recommended site. Preliminary discussions between the library media specialist and the contact person should alert the contact person as to specifics—good or bad—to be highlighted for visitors. Individual committee member visits should be encouraged but only by appointment. The committee as a whole will surely want to visit some of the facilities but it is good strategy to let the individual members make the recommendations for full committee visitations.

The building committee has had a preview of the twenty distinct phases that constitute the planning process. Educating members as to the details and reasoning involved in each phase is a process unto itself! But a necessary process it is because the committee, in order to plan its time wisely, must know the extent of its involvement and the specifics of its responsibilities:

Phase 1

An In-Depth Survey of Current Programs, Services, Resources, Staffing Patterns, and Financial Support

Phase 1 is best accomplished by the library media specialist, the library media center staff, and other appropriate in-school personnel. Since this is purely an information-gathering process, the persons most capable of amassing the needed information are those persons on-site who are involved in the center on a daily or other regular basis. An important aspect of facility planning is that of involving a broad spectrum of persons with diverse talents and expertise in various stages of the planning process. Faculty colleagues and students invited to participate in Phase 1 are best involved at selected stages at which their input, based on personal and firsthand experiences, qualifies them to make accurate and objective assessments. If a decision has been made to bring in a consultant for the entire process, the consultant should become involved at the very beginning of Phase 1. Some consultants prefer to review the gathered information as a basis for later decisions rather than being involved in the gathering. The information one seeks at this point is all-inclusive and results in a total evaluation

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of the many facets of the library media center. The information has to be one hundred percent realistic; no room exists for viewing things as one wishes they were! Portions of Phase 1 have been partially accomplished during the less detailed needs and options study but those portions need to be reviewed in the context of this self-evaluation phase:

I. The Users and the Use

- A. Who are the users? How many?
- B. Types and amount of student use?
 - 1. Library related (research, reference, reserve resources, assignments dependent upon library materials, reading of current periodicals and newspapers, browsing, leisure/recreational reading, microform use, database searching, word processing/typing, large or small group projects, use of college materials, etc.)
 - 2. Nonlibrary related (study halls, socializing, assignments such as mathematics not dependent upon library materials, storage in lieu of using locker space, etc.)
- C. Types and amount of faculty/administrator use?
 - 1. Library related (curriculum planning, preparation of bibliographies, project planning, professional reading, student conferences relevant to individual work, research, library media specialist/faculty team teaching, consultation with library media specialist, group project, previewing AV materials, browsing through new resources, etc.)
 - 2. Nonlibrary related (grading papers, killing time during free periods, chatting with other faculty, drinking coffee, just being friendly, complaining, doing nonlibrary related assignments, etc.)
- D. Patterns of use?
 - 1. Student use (before school, after school, regular basis, immediately prior to exams, research and project use only, daily use, heavy periods of the day, light

periods of the day, lunch periods, teacher's absence, administering tests for makeup or other types of exams, etc.)

2. Faculty/administrator use (daily, free periods, only when doing specific library work, regular periods, planning purposes only, notifying library media specialist in advance of needs, complaints only, etc.)

II. The Role of the Library Media Center within the School.

- A. What is the current role?
- B. Do the library media center staff, the teaching faculty, the administration, and the students share a common concept of the role of the library media center?
- C. How do the library media center's goals and objectives reflect those of the parent institution?
- D. Is the implementation of the role (resources, program, and services) carried out in such a manner that the role of the library media center is easily recognizable by all groups within the school? Is the view of the role by any one faction unrealistic? If so, in what ways is the view unrealistic and what is the cause?

III. Adequacies and Inadequacies of Current Resources

- A. With what frequency do the resources fail to meet the needs of the curriculum, individual projects, class projects, special group projects (e.g., debate), individual research for term papers on diverse topics, professional interests, etc.?
- B. How dependent is the library media center on nearby colleges, universities, or public libraries for basic resources? Esoteric resources? Is dependence upon other libraries the norm or occasional?
- C. How frequently does the library media center borrow from other institutions on interlibrary loan?
- D. How frequent are complaints from students and faculty about the lack of appropriate resources?
- E. In the eyes of the library media staff are there serious gaps in the various collections of print and nonprint resources? Where?

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IV. Adequacies and Inadequacies of Current Services and Program

Please refer to program overview prepared for the individual center based on the sample presented in Chapter II.

- A. What current services are inadequate?
- B. Is the library media center open sufficient and appropriate hours to serve the needs of the users?

V. Adequacies and Inadequacies of Current Facility Space and Design

- A. How does the current design and space hamper good usage of existing resources?
- B. What expansion of services has been impossible because of lack of space?
- C. What are the worst design features of the current facility?
- D. What are the best design features of the current facility?
- E. Are the users as frustrated by the inadequacies perceived by the staff as is the staff?

VI. Adequacies and Inadequacies of Current Staffing Pattern

- A. Is there sufficient staff to implement the current program of services effectively?
- B. Can the staff adequately monitor the facility?
- C. Is the expertise of the staff such that a broadened program of services could be implemented effectively and efficiently?
- D. Is there sufficient staff to implement a broadened program and monitor increased space?

VII. Realism of Current Goals and Objectives; Success in Meeting Current Goals and Objectives

- A. Do the current goals and objectives reflect truly and adequately those of the parent institution?
- B. Are the majority of the current goals and objectives attainable in context of the present facility and staffing pattern?
- C. How were the current goals and objectives determined? And by whom?
- D. When were the current goals and objectives last reviewed and/or updated?
- E. Are the current goals and objectives such that the establishing of priorities to attain them is easily accomplished?

- F. How successful has the library media center been in meeting the established goals and objectives?
- G. If the library media center has been unsuccessful in meeting the established goals and objectives, what is the reason?
- H. Should these same goals and objectives be continued in a new, expanded, or renovated facility?

VIII. Financial Analysis

- A. How adequate to meet current needs is the annual operating budget? The capital budget?
- B. How adequate is the personnel budget?
- C. How adequate is the facility maintenance budget if it is a separate budget rather than one incorporated into the overall school budget?
- D. What is the availability on an annual recurring basis of nonschool allocated funds such as endowment, government grants, foundation grants, fundraising activities (e.g., book fairs), annual giving, Friends of the Library gifts, Parent Association contributions, etc.?
- E. How and to what degree is the library media specialist involved in the budgeting process?
- F. Has the library media specialist forewarned the administration that a new, expanded, or renovated facility will have an impact on future budgets? And in what ways?
- G. Has the administration's reaction to the above forewarning been positive and understanding or negative and disbelieving?
- H. Would the library media center be able to function effectively—if at all—in a different facility without the assurance of an annual increased budget or other guaranteed annual funding?
- I. If the guarantee of increased funding is not forthcoming at this time, does the library media specialist feel that it would be forthcoming if new space becomes a reality?

Phase 2

Thinking about the Future

Phase 2 builds on material developed in Phase 1. The library media specialist, the library media center staff, and persons representing

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a broad spectrum of the school community and the external community (if the need exists) develop Phase 2. It is essential that many persons have the opportunity to think and talk together about the future development of the center.

Step one can be handled in a variety of ways. One highly successful approach is to ask each academic department or grade level teachers to discuss their hopes and needs for the future within their meeting times. This discussion can only be turned over to the groups after appropriate individual discussions with the department chair or grade level head. Spell out exactly what issues should be discussed in the meetings. Ask that persons be encouraged to THINK BIG! Give all necessary assurances that all recommendations will be considered, but make sure that everyone understands that every new, expanded, or renovated facility ultimately represents the impossible dream tempered by financial reality! Ask that the recommendations be put in writing as a basis for future discussions between the department chair or grade level leader with the library media specialist, with each other, and possibly with the building committee. If the department chair or grade level leader shows any signs of insecurity in leading these discussions the library media specialist may ask to be present at the first meeting and outline the issues for discussion and expectations as to the results. The library media specialist may, upon invitation, choose to attend all the department and grade level meetings but the discussions tend to be more open without the presence of the library media specialist. If a consultant is already involved, the consultant may want to attend the first and last group meetings but certainly has no need to be present at the intervening meetings. The group leaders need an agenda if the meetings are to be productive:

I. Faculty Hopes and Expectations

A. Resources

1. Do the current resources adequately support the curriculum, independent study, individual and group projects, and research?
2. In what specific areas would strengthened or expanded resources reinforce teaching and learning?
3. Is AV equipment in good working condition readily available for classroom use?

B. Services

1. What services now provided by the library media center are most useful?
2. Are there services now provided that seem so little used that the center should consider discontinuing them?
3. Specify new or expanded services that seem desirable.

C. Role

1. Does the library media center play an active role in the teaching and learning experiences? In what ways?
2. How could the role be strengthened?
3. What aspects of new space could contribute to an enhanced role?

D. New and Developing Technologies

1. Which of the automated services now offered are most useful to you and the students whom you teach?
2. What new services would be useful to you and your students when improved space is available?

E. Curriculum

1. What—if any—major changes do you foresee in your curricular or grade level work?
2. If there are to be some, what impact will the changes have on the resources and/or services of the library media center?

F. Library Media Specialist/Teacher Interaction

1. What avenues of library media specialist/teacher interaction now exist? (e.g., curriculum planning, project planning, individual consultations, etc.)
2. What new or strengthened avenues of interaction do you recommend?

G. Professional Development

1. What aspects of the library media center resources and services contribute to your continuing development as a teacher?
2. In what other ways could the center contribute to your continuing professional development?

H. The Future

1. Since this is the golden opportunity to have input into the future of the library media center, what would you

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like to see in terms of space, services, resources, and technologies?

After the library media specialist has received the written evaluations and recommendations on the appointed date from the academic departments and grade level teachers, they are reviewed carefully and recommendations are tabulated. Recurring duplicate or similar recommendations will appear and should be duly noted. These recommendations can be discussed immediately in a meeting of department heads and a meeting of grade level heads or held for later discussions and meetings with the consultant. These expectations of the teaching faculty will have an impact on both the library media center program and the building program.

Of great importance also are student expectations for the future. It is not unusual to find that students are more forward looking than are the adults in the community for their academic lives are most affected on a daily and cumulative basis. The appropriate process for galvanizing student action depends largely on the organization of the school. At the secondary level an existing organization such as a principal's advisory council or a strong student council may be the ideal sounding board. They can chart their own system for gathering the collective thinking and recommendations of their classmates. At the elementary school level, the discussions may best take place in the homerooms. All recommendations should be in writing and funneled to the library media specialist. A mechanism should be established for elementary homeroom representatives and the secondary school organization or representatives of that organization to meet at a later date with the consultant. Students must be heard and heeded and given the opportunity to verbalize their hopes and expectations. The target group for the next step of Phase 2 is the student group.

II. Student Hopes and Expectations

1. With what frequency do students have to consult other libraries for resources with which to complete daily assignments? Projects? Research?
2. In what specific areas would strengthened or expanded

resources make their academic work easier to accomplish in school rather than in other libraries?

3. Are nonprint resources readily available for individual student and/or group use?
4. What new types of resources would be of value for academic or curricular work?

B. Environment

1. Do students prefer a basically quiet environment for work? A busy-sounding environment? An environment that permits talking?
2. Do students prefer clearly designated areas—some quiet, some busy-sounding, some talking?
3. Does the signage in the current facility make it easy for students to locate resources, services, and special areas? If not, how could signage be improved?
4. Do students prefer areas that provide privacy for individual study? Physical separation? Visual separation?
5. What factors make you comfortable in the library media center now? Uncomfortable?
6. What recommendations do students have for improving the environment in a future facility?

C. Furnishings

1. Do students prefer to study at tables for two or four persons? Individual tables? Study carrels?
2. Do students feel they do their most productive studying while seated at tables or carrels or while seated in more comfortable chairs?
3. Do students prefer clustered carrels or individual carrels with spaces to permit moving between them?
4. What recommendations do students have for types and arrangement of furniture?

D. New and Developing Technologies

1. What technological services currently available in the library media center do students use regularly? Seldom?
2. Are students using technological services available at nearby college, university, or public libraries that are not available at the library media center? Which ones?

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3. What new technological services do students recommend for inclusion in the future?
- E. Services
 1. What library media center services are most meaningful to students as they pursue their academic work?
 2. Have students used services in other libraries they would like to recommend to the library media center?
- F. The Future
 1. What do students most appreciate about the library media center—its resources, services, and facility?
 2. What changes do they recommend for the future?

Administrative expectations must always be solicited rather than assumed. The identity of the administrators will vary in each situation—from single building level to district or system. Knowing that administrators are busy persons with broad responsibilities for many facets of school life in addition to the library media center, the library media specialist may well and wisely choose to make the solicitation of administrative expectations a less formal and detailed approach than the one to faculty and students. The principal or other building level administrators will be more interested in details than will the system level or district administrators. Those administrators will be more interested in the larger issues such as the impact of a new facility on the teaching and learning experiences within the building and opportunities for broadened services rather than concern for smaller details such as signage. If, in individual instances it is appropriate to learn the expectations of the governing board, this solicitation should not be overlooked. One simple and successful approach to learning the hopes and expectations of administrators and members of the governing board is to leave the responsibility for this in the hands of the administrator in charge of the project—if that person agrees. Because of the already acquired interest in and information about the project and because of having easier access to other administrators and the members of the governing board than the library media specialist, this administrator is usually willing to contribute to the planning process in this way. The library media specialist should share with the administrator the kind of information sought from students and

faculty but emphasize that this is not necessarily the kind of detailed information sought from this group. These persons are being invited to express their hopes and expectations in broad terms, not specific details. Ask that the comments of this group be returned to the library media specialist by a clearly specified date.

III. Hopes and Expectations of Administrators and the Governing Board

Rather than asking for reactions and recommendations on suggested specifics, the administrators and members of the governing board are invited to express their hopes, concerns, and expectations for the new facility in a format of their choosing.

The need or desirability of soliciting the hopes and expectations of the community through a concerned existing community group depends solely upon the individual community. If community support is a determining factor in the final project approval, inviting community input is both a tactical and practical move. A school-related organization such as a Parents' Association is a logical target group. Because of their vested interest in the education of their children a parents' association is well equipped to offer hopes and expectations that are pertinent and more realistic than those that might come from a nonschool-related organization. A parents' organization tends to be more concerned with the library media center's impact on teaching and learning within the school than with the type of specifics that are of interest to teachers and students. The ways of seeking input are best determined on-site by the library media specialist and the organization's presiding officer or other appointed representatives. The degree of involvement of the library media specialist in the general discussion with the community-based organization—whether it be a parents' group or another—depends upon the organization. In general, a parent organization welcomes the opportunity to discuss their children's learning experiences and needs in relationship to the library media center with the library media specialist. In addition to such a discussion providing an opportunity for open give and take it also provides an opportunity to gain community support. If the financing for the project depends upon community backing, a parent organization that is convinced of the need for an improved facility

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can be the greatest source of community support. Ask that a member of the organization record in writing and give to the library media specialist the hopes, expectations, and concerns of the organization.

IV. Hopes and Expectations of a Community Group

Approach this group in a manner similar to the approach used with the administrators and governing board. Be mindful of the fact that this group needs more background information than do any of the other groups. After providing the organization with what the organization considers to be adequate information—either through an oral presentation by the library media specialist or another method determined jointly by the library media specialist and the organization's presiding officer—invite the organization to express its hopes and expectations for the new facility in a format of its choosing.

If other groups such as a Kiwanis or Rotary Club or Chamber of Commerce need to be contacted in the search for community support, those sessions would be purely informational and would probably best be handled by a school administrator or an administrator **and** the library media specialist.

The library media specialist and the library media center staff have not to this point officially articulated their hopes and expectations for the future. Although an inordinate amount of talking, wishful thinking, and tentative planning have been part of everyday living since this project became more than a wistful dream, it is just as important (and perhaps more important) that the media center personnel have an equal opportunity with faculty, students, administrators, members of the governing board, and the community to express in a comparable fashion their hopes and expectations. Although some of these hopes and expectations may have already been influenced by those expressed by other groups, the library media center staff by virtue of training, expertise, and experience has a more realistic overview of the present and the potential for the future than any other single group, and must endeavor to contribute their own best thinking:

V. Hopes and Expectations of the Library Media

Center Personnel

A. Resources

Including both print and nonprint resources, what will be the ideal to serve the users effectively?

B. Services

What continued, expanded, and new services, based on projected resources, will be most desirable?

C. Program

What major new program items would add to the educational experiences of the users? (e.g., a lecture program featuring authors and illustrators; computer tie-in to the catalog of the public or a nearby college library, etc.)

D. Technologies

Make a careful appraisal of the new technologies that could and should be used to deliver services to the users; suggest priorities for implementation.

E. Staffing Patterns

If staffing will be inadequate to implement successfully the resources, services, and program in new, expanded, or renovated space, what should the staffing pattern be? If more staff will be needed—how many and with what specific expertise?

F. Space

What kinds of space will be needed to serve the program?

G. Financing

What are the financial implications for administering the envisioned program that includes expanded resources and services in an improved facility?

Now that a range of persons with various types of expertise or points of view have presented their hopes and expectations—some in specifics and some in generalities—for the library media center program of the future and the facility that will serve the program, these hopes and expectations should be melded into a format that allows each comment to be surveyed systematically in the context of all other comments. Much duplication will appear but no ex-

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pressed hope or expectation should be treated with any degree of disdain. These comments were offered in good faith in response to a direct solicitation of help from the library media specialist and must be dealt with in the spirit in which they were offered. The importance of dealing with each comment in a serious manner cannot be overemphasized. Their reasoning may not follow logical lines of thinking typical of library media specialists but may follow their own sense of logic, pride, and hopes for the best in "their" library media center. A classic example of this unique reasoning came from an enchanting second grade boy in Atlanta, Georgia. He was the spokesman for his class committee of six and he and his fellow committee members had conducted fruitful discussions with their classmates and were now meeting with the consultant to express their hopes and expectations. Looking the consultant directly in the eye he said, "Lady, you had better get this straight! There are two things we want in our new library. We want a Coke fountain and a Com Cat." The ensuing discussion revealed that he and several of his classmates were using a computerized catalog in

HOPES AND EXPECTATIONS

	RESOURCES	SERVICES	TECHNOLOGY	OTHER
Comments				
Faculty				
Students				
Administrators & Board of Governors				
Community				
Staff				

This chart is presented only as a possible prototype for a larger chart.

the children's room of a nearby branch library and they felt so strongly about its advantages over those of the traditional card catalog that they wanted all their classmates to have the same opportunity to use one. This could only happen, in their estimation, if there were one in "our own library." His logic about the library being the right place for a Coke fountain was equally direct: "Everybody in this country drinks Coke and Atlanta is Coke's home and we ought to be proud of it and we ought to have a Coke fountain in our library." His logic was flawed in terms of professional thinking but his pride was not misplaced. As the discussion broadened to include other items from or about Atlanta that might be as appropriate (if not more so) to include in the new library he suddenly turned to his compatriots and said, "Say, guys, how do you think books about Atlanta would do?" And so it was that books about Atlanta replaced a Coke fountain as their second priority. Involvement in the planning brings an ongoing enthusiasm and commitment from people of all ages. Of course not all hopes and expectations can be implemented but they can be respected and considered.

Working with the accumulated hopes and expectations to select those of significant value for inclusion in the program of the future, the library media specialist, the library media staff, and the library supervisor, if there is one, begin to design the library media center program of the future. The comprehensive program, built on the bare bones program resulting from the preplanning, incorporates significant new features in direct response to needs determined in this Phase 2 of the planning process. The program of the future is crafted with meticulous attention for it is this program that provides the basis of the building program. Review time and time again the accumulated hopes and expectations. Make sure that each comment has been properly interpreted even when faced with some convoluted terminology. The third grader who wants "nooks and crannies" probably wants reading corners; the seventh graders who want "their own books" are asking for a browsing corner filled with books of special interest to them; the teacher who wants to be "left alone" has high hopes that the new facility will have a teachers' workroom or an area set aside just for teachers. Prepare a new program overview that reflects the program of the future as

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a point of reference throughout the rest of the planning process. The planned-for facility—whether it be new, renovated, or expanded space—must have appropriate and designated spaces to accommodate every element of the program. It is this program that identifies the functions that the form of the planned facility will follow.

Phase 3 Objectives and Commitment

With the arrival at Phase 3, the building committee assumes a more active role. If the members of the committee have not reviewed the data assembled during Phase 1 and Phase 2, the first step in Phase 3 is a thorough review of those data with the main focus of their concentration being the library media center program. The committee has been charged with the overall responsibility for planning a new library media center facility. The term "new" is interpreted to mean new construction; expanded space that can involve a large amount of new construction if it includes an addition; or a renovation that may include some construction. Options identified during the preplanning stages will be considered and a selection made. Whatever the choice may be, the committee will be responsible for the planning. In accordance with the cardinal guideline previously stated, the form of the improved facility will follow function; the individual functions requiring accommodation are all contained in the library media center program. Since few building committee members will have had much previous experience, if any, with library media programs, one or more meetings should concentrate on the program. This is one more instance of the library media specialist educating the committee. Planning cannot proceed until the committee is totally conversant with the library media program in relation to the building program.

With the completion of the library media center program for the future, the goals and objectives for that program had been stated by those who prepared the program. If those goals and objectives have changed because of the expanded program, revised goals and objectives should be ready for presentation. As the committee prepares to make its report the issues for consideration are:

- Program goals and objectives (retained or revised)
- Library media center program
- Facility goals and objectives
- Users to be served
- Space allocations compatible with the number of users as set out by professionally established guidelines such as *Information Power*;^{*} state or district guidelines.
- Consideration of options in context of recommended space allocations
- Option selection

The report prepared for the administrator in charge of the project to present to the decision maker/s is prepared with clarity and precision. The report is in an easy-to-read format, including an outline of contents. Busy people, and most decision makers are busy people, are discouraged by lengthy discourses. They want facts as concisely stated as possible to convey the essential information. The building committee speeds the decision-making process by presenting a taut and terse report. The library media specialist, in consultation with the project's administrator, determines the number of copies of the report to be delivered. The professional appearance of the report is also important.

Suggested format for report and recommendations:

<u>Contents</u>	<u>Page</u>
1. Program Goals and Objectives	1
2. Library Media Center Program	2
3. Facility Goals and Objectives	3
4. Potential Number of Users	4
5. Recommended Total Space Needs	5
6. Recommendation	6

Allocating a page per subject is not a waste of paper! It allows

^{*}*Information Power, Guidelines for School Library Media Programs*, prepared by the American Association of School Librarians and Association for Educational Communications and Technology (Chicago: American Library Association, 1988), 131-39 (See Appendix B).

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persons reviewing the report to locate the information under discussion quickly without having to thumb through an entire page that includes other information. Pay attention to details! The program goals and objectives should be expressed in the context of the goals and objectives of the parent institution. The user populations are identified within the long-term projections for the school with any changes being carefully noted. The percentage of the student population to be accommodated in the center at any one time should be noted and justified. If one so chooses, items 3 and 4 in the suggested outline above can be combined. The total space allocation needs should be justified in accordance with the professional guidelines used and any unique needs of the school. The selected option will appear as a single recommendation such as: "The building committee recommends that, to meet the established goals, objectives, and needs, a new facility (or whatever the selected option is) be constructed." The justification and documentation of the report should be so thorough that the decision maker/s, realizing that the task has been well done, will not have to return the report to the committee for additional documentation.

What can the committee logically expect in terms of a decision at this point? If the school is in the public sector, the decision will depend upon the method of financing. If the financing depends upon a bond issue that has to be approved by public vote, the best determination one can hope for is probably a commitment to continued planning, possibly with the additional commitment to seek public approval for the project. Such a commitment will come only after the decision maker/s have considered the financial and political climates of the community at this time. Depending upon the state in which it is located, if the school is part of a recently merged school district state monies may be available and a positive commitment to continued planning *and* building may be forthcoming. If the school is located in a large urban area or district, the board of education after consultation with a committee such as its buildings and grounds committee may have the power to authorize continued planning and building. If the school is in the private sector, the board of trustees or its executive committee may, after consultation with the head of school, the buildings and grounds committee, and the development office, commit itself to the entire project. If a single, committed donor or group of donors is not

waiting in the wings, the development office may play a key role in the decision because it will become the responsibility of that office to raise the necessary money if the project is approved. The library media specialist should have, in the earliest stages, included the development office in the political maneuverings if that office had any possible future involvement—which is to say made sure that they were aware, involved, and well disposed toward the expansion venture.

The possible positive commitments, then, are:

- A commitment to continued planning and to seeking public approval for financing
- A commitment to the entire project

The worst of all possibilities is, of course, disapproval. However, even that decision is not the total disaster it might seem because the process to date has provided the occasion for a thorough, realistic self-evaluation that will become the basis for long-range planning. Yes, long-range planning will continue but with a goal other than a new or improved facility. The challenge to the long-range planners when faced with this situation is to take the basic library media center program that has been reduced to a skeletal format and plan for delivery of that program plus some new features in the current facility. The challenge to make the best use of what one has may never seem greater than right now. Disappointing as the decision may be, the process to date has not been an exercise in futility. Facility planning ceases but future planning moves forward.

The commitment of the decision maker/s signals the start of heavy involvement of the building committee. Let the next phases begin immediately—with enthusiasm, dedication, and commitment. Let everyone know that hard work is ahead! Let no one believe that the total process will be accomplished without some compromises along the way! The key to the success of compromising is knowing when and on what issues to compromise in order to provide the best facility possible to meet the needs. Few buildings exist that are not the result of someone's wonderfully impossible dream tempered by financial reality. Dare to dream big dreams for this facility; temper those dreams with reality only when the moment to do so arrives. With luck, that moment may never come!

IV.

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Phase 4 Site Identification

Fortunate is the school that can offer more than one potential site for a new library or library media facility. If an improved facility is to be accomplished through renovation or expansion, the site will be a given. If not it must be chosen. Depending upon the local school decision-making process, the site may already have been chosen. However, in the best of all worlds, the building committee, the library media specialist, the architect, and the consultant will have the opportunity at least to have some input into the decision if not the opportunity to make the final recommendation.

The first requirement for the site is that it have the potential for a larger facility than already exists. This statement seems so elementary that it is almost embarrassing to include it but, alas, schools do exist that have chosen sites that accommodate less, rather than more, space for a new facility than the library had for the old one. The second requirement is that the site have the potential for expansion when the need arises whether that need arises in ten, twenty, or thirty years. It is always the hope that the facility one plans today will serve the institution well for a minimum of twenty years. However, living as we do in a time in which rapid change is an accepted and expected way of life, our ability to make predictions for the next two decades is limited.

The author of the cliché, "The library is the heart of the school," did libraries a service or disservice—depending on your point of view. Too many nonlibrary-oriented persons have found this a glib bit of philosophy to spout without really understanding it. For many administrators or boards, this cliché translates into, "Put the

library or library media center in the exact geographical center of the school," without bothering to study the realities and drawbacks of that choice. This misinterpretation can and does on occasion lead to the placement of libraries or library media centers in some very awkward spots such as in the very center of a building where expansion possibilities are gone forever if the center happens to be in the inner core of the building.

One hears more than one would wish about the necessity for the facility to be centrally located when, in fact, the emphasis should be on the *convenience* of the location rather than its centrality. Since the facility is planned to serve the users through the program, one determines who the most frequent users are and chooses a site most convenient to the greatest number of users. Frequency of use depends to a large extent on the grade levels of the users and the daily schedule. In secondary schools the social studies and humanities courses are apt to demand more library use than do science and math courses. However, an ongoing trend is the increased use of library media center resources by science classes. This increased usage is due in part to new technological services such as database searching that give science students access to a wealth of scientific materials that the average school library media center cannot afford to purchase from its normal operating budget. This new trend should not be overlooked in site selection for one may have to make a choice between locating the facility near the humanities areas or the science area. Facility planners have to be prepared to make choices of this nature and the choice must be justifiable rather than one based on preconceived notions or personal preferences. As with the site selection for the secondary school, the site selection for a middle or junior high school depends upon the convenience of the location in terms of the users. Scheduling is more flexible for middle school, junior high school, and secondary school students than for elementary school students. Emphasis in elementary schools, especially in the lower grades, is more on classroom, grade level, or group use of the library media center than on use by the individual student. They come in groups to hear stories, to choose books, to work on projects, or to participate in special programs rather than coming as individual students to make use of the center's resources when they have study or

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"free" periods. Lower schools do not generally schedule many free periods for individual students. Selecting a site for library media centers in elementary schools depends upon convenience to the users as groups as much, if not more, than convenience to individuals.

If there is a hazard to choosing a site based purely on central geographic location other than radically lessening the potential for future expansion it is in the possibility that the facility is so centrally located that it seems like a good idea to have entrances and exits on all sides from which users approach. This is not in fact a good idea! Having more than one public entrance/exit is an invitation to loss of control by the library media specialist and staff. It also effectively limits valuable wall space.

If the library media facility is to be part of another building such as a classroom building the best site is along the periphery of the building. A facility in such a location should permit future expansion and allow for library access at times when the building is or needs to be closed. Increasing numbers of schools are operating after-school and summer programs as a service to families with two working parents, transportation problems for students, and the like. These programs are creating additional demands for library media center resources and facility use. If the library media center is to be used during evening hours, whether it be for routine student and faculty use, special programs sponsored by the library media center such as "Evenings with Visiting Authors," or for nonlibrary-oriented meetings such as parent committee meetings, the necessity for adequate outside lighting and nearby parking facilities are issues to be considered in site selection. A library media center facility that can be either a self-contained unit or an integral part of the greater school complex is highly desirable.

Selecting an appropriate site on a school campus presents many of the same problems as locating the media center in an existing building, as well as additional ones. Central location on a campus may be an issue of more importance than it is when location is within another building as most public school library media centers are located. If the school is a residential school, one issue always at stake is whether the library is more convenient to the users when located near the classroom complexes or when located near the

dormitories. This is an issue to be decided on each individual campus. While very dependent upon available free space, it is also an issue that needs to be resolved with input from many constituencies within the school. If the campus serves a day- rather than a board- ing-student population, other site selection issues emerge. Many day schools serve students from preschool through grade twelve with the campus divided into three distinct areas serving the elementary level, the middle school or junior high level, and the secondary level. If one library or library media center is to serve all grade levels, selecting the best site to provide equal access for all students can become a nightmare, but it can also be made to be a creative experience one will long remember. One such campus had but one site that offered equal access for the three school divisions and that site was already occupied by an unusually handsome playground for the lower school. When the decision was made that the library had to go on that site, no other space existed on that campus for relocation of the playground. Hence the library was designed in such a way that the lower school playground could be relocated on top of the library and cause no noise or other problems for the library. Whatever the site solution may be, make sure that within the existing space limitations the best solution has been found. Very few library media centers have the luxury of being in a one hundred percent perfect location.

Especially on campuses, the grade level of the site can be a matter for concern. Sloping ground nearly always mandates a multistory building. Multistory buildings can be more expensive to construct and an extremely expensive elevator will probably be necessary. Multistory buildings are more expensive to operate in terms of staff. If a site demanding a multistory building is selected, make sure that sufficient staff to operate it is guaranteed. A site for new construction should never be selected unless someone has precise knowledge about the ground conditions. In the absence of such knowledge, some responsible person or group such as the plant manager or the building committee should require one or more borings to test for sand, water, and other phenomena that might make excavation and foundation work very expensive. No school should try to save money by ignoring the need for borings; it is a false economy that can spell disaster in terms of later costs.

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One school that decided to skip the borings discovered after the building was completed that the lower level that had been designed as a stack level for all books except fiction and reference had so much seasonal dampness that no book could ever be housed in the stackroom. Neither appropriate for human nor nonhuman resources, this essential part of the library facility was only suitable for housing equipment such as lawn mowers, snow blowers, and rakes. Within two years after library construction was completed, another school that had opted to omit soil borings had a building that tilted at one end. Make sure that correct procedures, whatever they may be, are followed. Ignoring correct procedures may have been forgivable in the 1700s and 1800s when we were less sophisticated and had less information available to us, but it is inexcusable now.

How will deliveries be made to your new facility? This is another issue that merits consideration. One school constructed a wonderfully adequate and well-designed library without giving a single thought to the fact that delivery by any kind of vehicle other than bicycle or motorcycle was totally impossible. The sight of humans hauling a very large Xerox machine up that hill convinced all on-lookers to consider delivery access for any facility they might plan—whether a public building or a house. Make sure that vehicle deliveries can be made to the selected site.

As we have grown more conscious of the need to conserve and preserve human and nonhuman resources, the orientation of the facility has played a large role in site selection. Ultraviolet rays are extremely harmful to books and bindings. Sunlight pouring into the library media center during the hottest hours of the day is devastating to resources in the direct path of the sun. This is not to say that one wants a facility that no sunlight enters. It does say that one chooses carefully where it enters and when it enters. Tinted glass, louvers, blinds, and curtains can be used to soften the effect of ultraviolet rays but careful site selection that pays heed to the orientation of the building makes drastic measures unnecessary. The entire length of the library media facility in one school had to be redone with tinted glass. Sunlight poured, during the hottest hours of the day, directly onto four ranges of bookstacks and twelve study carrels. Students started complaining immediately

that they could not use the carrels because of the heat and the glare. Within six weeks of occupancy the library media specialist noted that the covers of the books on the stacks facing the window wall had faded noticeably. Blinds and drapes alleviated the problem but did not solve it. Living behind blinds and drapes that cut off the view of a delightful courtyard had not been part of the building program! Replacing the clear glass wall with tinted glass was an unwelcome and unanticipated expense.

Selecting the best of all available sites for the library or library media center is not an intricate process but is one deserving of great care. The checklist for details not to be overlooked is minimal but significant:

1. The site must be able to provide more space than is available in the present facility.
2. The site must provide for facility expansion in the future.
3. The site must be convenient to the users.
4. The soil must be tested if no other building has been done on that site.
5. Correct orientation of the building is important.
6. Easy access for delivery is essential.

Phase 5

Architect Identification

Architect identification may occur at an earlier phase or an architect may not be chosen for this single project if the school is in the midst of an extensive building program. One architect might be engaged for the entire building program to ensure a sense of architectural conformity. Some schools prefer to engage architects on a project-by-project basis while other schools retain architects as part of their long-range planning processes.

If the building committee is authorized to identify and recommend one architect to the decision maker/s, some directions/guidelines need to come from the decision maker/s. Does the architect have to be selected from the local or an adjoining community?

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How far afield may the building committee go in its search for an architect? Do the decision maker/s have a preferred firm of architects who have completed other projects for the school and have been eminently satisfactory? This is an important question to have answered before a search is started. Building committees, in the absence of directives, have conducted extensive searches in an effort to locate the best architect possible for the project at hand only to be embarrassed by the discovery that the son-in-law of the board chairperson is without a current project and will therefore be awarded this one. Or they may find that a graduate of the school is preferred over a nongraduate; or that a parent of a current student is preferred over an architect who has no connection with the school; or that any number of other preferences on a hidden agenda have not been shared from the very beginning with the building committee. Because this is not necessarily the kind of information that decision makers impart freely or voluntarily, they must be asked directly if they have preferences, criteria, or strictures. If the decision makers indicate no preferences, the building committee is free to proceed with the search.

A good way to start is by inquiring from area librarians and library media specialists who have been involved in building or renovation projects during the past five years if they have recommendations. Satisfied librarians and library media specialists are apt to be the best source of recommendations. If there are reputable firms of architects in the area, contact them and explain the project. If one or more firms indicate an interest, make an appointment with a representative of the firm for a preliminary discussion. Such a discussion is best held on the school site in order that there be no room for misunderstandings about the nature and size of the project. If members of the building committee are aware of a building, whether it be a library or not, that is particularly appealing in terms of architecture and workability, do not hesitate to ask for the name of the designing architect or the architectural firm. Persons who have had good working relationships with architects and are pleased with the results are always happy to share the information. By whatever process one locates prospective candidates, select more than one candidate for interview purposes.

What is the committee looking for in an architect?

- A good craftsman
- An established reputation—either an established personal reputation or a candidate from a firm with an established reputation
- A willingness to consider function as a prerequisite to form essential in the design process
- A supporting team of well-qualified, experienced, and successful engineers

Visit buildings previously designed by all potential candidates. Talk with persons who work in those buildings and determine how well the building design met the stated needs and purposes. Ask about the working relationship with the architect during the design process. Was the architect willing to listen to suggested changes? Was the architect an adherent or only a pretended adherent of the function as a prerequisite to form philosophy? Remember that the engineers who are part of the architectural/engineering team are just as important as the designing architect. Talk with persons who work in those buildings designed by the candidate about the engineering. Does the roof leak? Silly as that question may sound to novice planners, leaking roofs are one of the major problems resulting from bad engineering. Some highly reputable and established architectural firms do not have good engineers. How satisfactory is the lighting? If the building is a library or library media center, the lighting is highly important and the committee should not hesitate to ask detailed questions. How is the lighting in the stacks? Can one read book titles at night on the bottom shelves of the stacks? Are the electrical outlets where they are needed? Are there enough of them? If dedicated telephone lines were specified in the building program, were they installed? Where are the light switches? Are they convenient or does one have to stumble around in the dark to find them? One school library media specialist, the unfortunate employee of a school that did not ask for her input in the planning and designing process, discovered that *all* the light switches were in her office. When closing the center for the night, she had to walk the length of the entire build-

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ing in total darkness (if she had forgotten to bring her flashlight to work), fumble for the door, and hope not to break her neck while descending the outside steps because even the outside lights operated from within her office. The need for attention to detail cannot be overemphasized!

Be sure to encourage the person working in the building to talk about the problems—if any—that arose during or after the design process. Who did the interior decorating? If it were the interior design department from the architectural firm, were the process and the result satisfactory? Who designed the signage? Was the architect's contract fulfilled to the satisfaction of the planners? Would the planners recommend the architect to others? Would the planners use the same architect again? Do not hesitate to ask questions that are pertinent of either the planners or the persons who work in the buildings being visited.

What questions will the candidate be apt to ask the building committee? The candidate will surely want to know: Who directs the project? To whom will the architect be responsible? Who makes the decision about hiring the architect? Have the needs been determined? How and by whom? Will there be a consultant? When will the consultant be on the scene? Will there be a detailed building program? Who prepares the program? Have deadlines been established for proposals by architects? Have the decision makers identified a date when the building is to be occupied? What does the building committee anticipate will be included in the architect's contract? Will the architectural contract include interior design and decorating, carpeting, furnishings, furniture, technical equipment, signage, and millwork? Or will the contract include only design and working drawings? Who will steer the plans for the project through the local zoning commission and any other local commission from whom it needs approval? Architects will need to be aware of any building regulations imposed (e.g., height of buildings, proximity to the street, etc.). The building committee should make available the local building codes to all out-of-town candidates. These are but a few of the questions the architectural candidates may ask. The main thing is that the give-and-take between the building committee and the candidates be open and honest, so

that both sides feel comfortable with the questions as well as the answers.

Are there danger signals that will alert a building committee to avoid engaging an architect candidate? If the persons who work in buildings previously designed by the candidate are dissatisfied, their dissatisfaction should usually ring an alarm bell. If the candidate shows any unwillingness to let form follow function, the candidate should not be considered. Does the candidate, or anyone to whom you have talked about the candidate, indicate that there are features (one or more) that the candidate always insists on incorporating into buildings as a type of personal signature? Individual architectural signatures may not necessarily be bad news but it depends upon what kind of feature it is. Rarely are architects adamant about a specific design feature but occasionally one is and unless the feature is one that the building committee is willing to accept, that architect should be cut from the list of potential candidates. Some building committees are reluctant to recommend hiring an architect who has not had previous experience in designing libraries or library media centers. Such reluctance is not merited unless there are other negative factors. A competent architect whom the building committee favors strongly should not be discounted only because of this single lack of experience. Since the building committee will be working closely with the architect it is essential that they be able to work together comfortably. If there is the slightest sense that there will be personality clashes between any members of the committee and the candidate, remove that candidate from the list. At all times the building committee must remember that the school is "buying" the building to fit its needs just as one buys a pair of shoes to fit the feet of the wearer. It is *not* subsidizing the independent creation of a work of art. Reluctance on the part of any candidate to share this view should be a danger signal.

Once the building committee has finished interviewing the candidates and assessed their qualifications in terms of this project, the committee should select one architect and recommend to the decision maker/s that this person be retained.

Library media specialists sometimes find it puzzling that the

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architect chosen by the building committee does not work full-time on their project and at times seemingly leaves the design to someone else. Architectural firms, especially large firms, have a multitude of projects in progress at any one time. A single architect does not work full-time on any one project but turns some of the work over to other architects in the firm or to interns from schools of architecture. The architect who was hired is the person responsible to the school for the work being done and is the person with whom the building committee or others at the school deal directly.

The chair of the building committee should discuss the terms of the contract with the decision maker/s before the contract is signed. If the school is going to use the interior design department of the architectural firm, that may be part of the total contract or a separate contract depending upon the standard operating procedures of the firm. Most building committees prefer to order technical equipment and library furnishings from a reputable company they are already familiar with, one that specializes in library furniture. Be careful of the type of millwork specified in the contract. Millwork such as cupboards, work counters, and so on, should be included in the contract but be wary of equipment such as charging desks being included unless that is really what is wanted. Beware of giving the interior design department total control of the decoration. One head of a school who had envisioned the library media center in his school as a place of joy and one with lots of color was absolutely shocked to find that all upholstered furniture was going to be in slate gray. He had not read the fine print in the contract he had signed; protesting got him no place! He had signed away the right of the building committee and hence the school to have the final choice of colors based on the recommendations of the interior decorator. The building committee chairperson should review the architect's contract before it is signed on behalf of the school.

Make a good friend, not an adversary, of the architect. The architect is as anxious as is the school to provide the best facility possible for the library media center users. Open and honest communication between the architect and the planners is essential. The architect can only design to meet the needs when the needs are

spelled out with clarity and precision in the form of a building program.

Phase 6 **The Consultant**

The use of consultants for library planning at the school building level has become increasingly prevalent during the past twenty-five years. The publication of *The School Library, Facilities for Independent Study in the Secondary School* by the Educational Facilities Laboratories (EFL) in 1963 focused attention of school administrators on the need for imaginative and detailed planning for school libraries and school library media centers. Prior to 1963 the planning had been relatively hit-and-miss with more misses than hits! As a follow-up to the 1963 publication, money became available through EFL to selected schools to plan and construct libraries, making use of a consultant. Word began to spread among administrators and architects that the use of a consultant in the planning process was a positive idea whose time had come. The consultant could help to translate the needs of the school into a format (the building program) that provided specific details and guidelines for the architect. Prior to this, architects had pretty much been forced to operate by guesswork coupled with a few, usually verbal, suggestions from the school. Not only was the use of consultants for school libraries a rarity before 1963 but the active and productive involvement of the librarian or library media specialist was even more of a rarity. As consultants, librarians and library media specialists have become informed about facility planning; through publications, both books and periodicals, facility and space planning workshops, and experience with successful projects they have acquired a high degree of sophistication in planning. The increasing involvement of such consultants in facility planning has produced and continues to produce superior quality facilities designed to be more and more user friendly.

Why a consultant? An experienced consultant brings objectivity and unique expertise to the planning process. Consultants can help avoid costly errors that will inhibit the efficient functioning of a

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facility for the next quarter of a century unless the school can afford a major renovation or new facility within that time. The good school library consultant does not sweep into town with a briefcase and start developing a building program two hours later. From a previous visit or from the school's literature, the effective consultant has an understanding of the school's history and philosophy before beginning a close working relationship with persons at the school. An obvious lack of background information and knowledge about a school and its philosophy can very quickly create a loss of confidence in the persons the consultant has come to assist. Clients feel, and rightly so, that a consultant's sensitivity to their needs can be genuine and reliable only if the consultant understands the school.

Many points of view, many of them opposing points of view, exist about the proper timing of a consultant's entrance into the planning process. One point of view holds that the consultant should come on the scene only at the beginning of the building plan process and some believe that the consultant should even be involved in the preplanning stages. The former view means that the library media specialist and the other library media center personnel, because of their intimate knowledge of the daily life of the school, the library media center itself, the faculty, the students, and the administrators, are the ideal persons to institute and implement the on-site self-evaluation and the in-depth needs assessment. It is these that provide the basis then for their own "in-house" development of the library media center program of the future. The latter view means that the consultant should be involved not just in the site and architect selection but also in the self-evaluation, the needs assessment, and the program for the future development. Each individual school has to be responsible for determining the right point of entry for the consultant into the planning process but that point of entry must be before the development of the building program phase. Some consultants have strong opinions about their point of entry. If the consultant and the school do not see eye to eye on this matter, the consultant should not take on this particular project.

How does a school determine the correct point of entry of a consultant into the process? No hard and fast rules exist for this

determination. The library media specialist's confidence in self and the competency of the library media specialist as perceived by the administrator may be the most important issue. If the library media specialist has any doubts about his or her communication skills or ability to initiate and move through the preplanning stages and phases 1, 2, and 3 of the planning process, the consultant should be brought in at the very beginning. A relative newcomer to the profession or a person with no prior experience in facility planning might be hesitant to undertake a project as important as this. A library media specialist should never be reluctant to make clear his or her feelings about the point of entry of the consultant. Unfortunately, a few library media specialists are still shy about seeking needed help from a consultant because they fear that it speaks of their personal incompetence. Nothing could be further from the truth! Seeking the objective help of an outside expert bespeaks self-confidence rather than lack of it; it is usually the self-confident ones who have the courage to ask for help. Let the library media specialist in whom the school has confidence provide the guideline for the start of the consultant's involvement. It would seem, though, that faced with the opportunity to change and improve everything in a major way that a building program offers, it would be foolish not to take full advantage of it. Having an objective view of all stages, from self-evaluation to building program, is a chance not to be missed!

Where does a school find a consultant? The starting place for finding one is not very different from the starting point for seeking an architect. Inquire among schools and colleagues you know that have used consultants. Whom have they used? Have they been satisfied or dissatisfied? Do they have recommendations? Some architectural firms provide names of consultants they have worked with on similar projects with success. The American Library Association can provide names of consultants; the National Association of Independent Schools provides a list of available consultants to its member schools. As with architect choices, the recommendation from a satisfied client is one that merits careful and respectful consideration. Beyond that source, one goes through the process as indicated for architects. Interview candidates and make one final selection for recommendation to the decision maker/s.

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In addition to laudatory comments from a satisfied client, the building committee in its search should seek consultants who have had broad experience in helping plan all new, expanded, and renovated facilities but with special expertise in the type of improved facility this committee hopes or expects to be able to have. Experience in all three types provides a broader perspective than does experience in just one. The broader the experience, the better the consultant can be expected to be. Ask the consultant candidate to provide a list of facilities in which he or she has been actively involved and ask for a minimum of three names of contact persons and telephone numbers at prior project sites. If the building committee wants to investigate the background of the candidate even more thoroughly, it can ask for names and telephone numbers of the architects employed on the same projects. This extra step seldom unearths any new information that will be significant but if it makes the building committee feel more secure in the investigatory process the step should certainly be taken. The biggest difference between the choosing of an architect and a consultant is that one can see and touch the tangible output of the architect's work while the work of the consultant, other than a written building program, is intangible but no less important. Because a goodly number of excellent school library consultants are available today one should have no problem locating one with appropriate expertise and compatibility with the library media specialist and the building committee members. Compatibility is a quality not to be ignored because the planners and the consultant will be working closely together through thick and thin for weeks and months to come!

In response to the building committee that asks whether college- and university-level consultants are appropriate school-level consultants the response can only be, "Some are and some are not." No categorical response is possible because appropriateness is determined in each individual case. Mere involvement of the consultant at a higher academic level than the elementary and secondary level is of little or no significance in itself. The depth and breadth of experience is significant. The consultant with considerable experience at the school level may be more sensitive to school needs than is the upper-academic-level consultant. School needs are very different from college and university needs. To a consultant adept

at planning facilities for thousands of students, millions of volumes, high-level academic needs, thousands and thousands of square feet, the most advanced technology available and high-pressure planning teams, the needs and sizes of schools may seem insignificant in comparison. The needs of schools are just as important to the schools as the needs of colleges and universities are to those institutions and should never be placed in a framework where they might appear to be trivial.

Some building committees hope for a specific numerical guideline that can be applied—such as that the consultant has been involved in planning X number of projects. Some of the elder statesmen of library consulting used to indicate a specified number as appropriate but the building committee can best judge a candidate on the *quality* of planning indicated by former employers rather than the number of plannings.

When the consultant arrives at the school or on campus (and for current purposes let us assume that Phase 6 of the planning process is the point of entry) a schedule, prearranged by the library media specialist and the consultant, is the best means of making optimum use of the consultant's time. Some courtesy calls on appropriate administrators are always politic! If the consultant has not received, prior to this working visit, the data assembled in phases 1, 2, and 3, a scheduled time for the review of these data before any meaningful discussions can occur is imperative. The consultant, working with the library media specialist and staff, reviews and evaluates the assembled data, the conclusions and recommendations formulated by the staff based on the expressions of needs, hopes, and expectations of a wide range of individuals and groups. The consultant will help the library media specialist and staff clarify any areas that may seem fuzzy to them just as they will clarify fuzzy issues for the consultant.

Appointments for the consultant with groups or representatives from the groups who participated in Phase 2 should precede meetings with the building committee. The department chairpersons, meeting as a group with the consultant, will have yet another chance to discuss the future of the library media center. Student groups should also have their moment "in the sun"; in fact, the consultant may well gain the best perspective of the school and the

library media center from the students. Uninhibited and straightforward, students provide wonderful insights into the school environment. The expert consultant can distinguish myth from reality as expressed by students as well as that expressed by adults. Meetings with representatives of the administrators, governing board, and community groups rather than with the entire groups is usually sufficient. However, if any group indicates interest in meeting with the consultant as a group such appointments should be arranged. Most consultants feel that the inclusion of the library media specialist in all discussions fosters a good working relationship between the consultant and the library media specialist. This also helps to dispel any lingering suspicion that the consultant might replace the library media specialist in the planning process. Some library media specialists choose not to attend these sessions—especially the sessions with students because they feel their presence might inhibit the students in free and open discussion. This decision about the meeting of students and the consultant probably makes good sense because students sometimes do feel inhibited by the presence of faculty members. The library media specialist should never be made to feel unwelcome at any of the sessions and should play a very important role as liaison and moderator.

The consultant discusses with appropriate personnel any financial or other kinds of constraints that may affect the building program. Some very strange constraints of other kinds, however, do pop up unexpectedly—constraints that persons currently at the school may have forgotten about or never known. As one school was about to start constructing a library media facility it was discovered that the deed to the property specified that the school would never build within ten feet of the burial place of the dogs of the former owners. Alas, the new library was slated to come within three feet! Such out-of-the-ordinary constraints *do* exist in schools in both the public and private sector and they need to be reckoned with early in the game. At another school, the administrator neglected to mention to the library media specialist, the building committee, the consultant, or the architect that the local board of education had specified five years before that all buildings erected from that day forward were to have marble window sills. Since this well-kept secret was not shared with the planners or the

architect until after the working drawings were completed, this constituted a rather expensive change order for the school. Even though hurdles, other than financial ones, are unlikely it is never safe to assume that they do not exist. The question should always be asked! The consultant, the building committee, and the architect need to know before the building program is written and before the architect starts preliminary designs whether or not the decision maker/s have established financial guidelines for the facility. It is pointless to plan for a facility that may cost two million dollars if only one million dollars is going to be available. Financial limitations are important to the consultant as well as to the building committee and the architect. Building costs vary, and rather markedly, among geographical areas. By knowing the cost per square foot and the established financial limitations for the facility, the concerned planners can estimate the approximate number of square feet that can be afforded. The planners also need to know if the established figure includes furnishings, furniture, and equipment. If it does, this estimate needs to be deducted from the total money available and the affordable square footage will be estimated within the reduced figure. If the total figure does not include furnishings, furniture, and equipment, the decision maker/s are to be reminded that a budget for those items needs to be established. If the funding of the facility depends upon public vote, the total amount, not just the actual building costs, should be presented to the public unless the governing board has a slush fund that will be allocated for this purpose. Identical questions relative to financial parameters should be asked of decision maker/s in the private school sector as in the public school sector. The total amount of money needed for the project is just as important to a potential donor or the development office responsible for raising the money as it is to the voting public. Determining potential limits or problems for renovations or expansions is just as necessary as determining them for new facilities. Neglecting to determine financial and other existing constraints is a gross error and frequently a costly one.

The consultant, after observing the library media center in action for a sufficient period of time, should have a real sense of its mode of operation, the patterns of use, major problems in existing

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space, and needs that should be met in the new facility. Seeing also the style and flair with which the library media specialist and staff administer and manage, the consultant will have picked up some valuable signals that will influence continuing discussions about the planned-for facility. To those who wonder why the flair and style of the staff is pertinent, the answer is that the flair and style provide clues to some issues that may need highlighting in the ensuing discussions. For instance, library media specialists and staffs with a superabundance of enthusiasm, aggressive outgoing personalities, and excellent rapport with the users tend to think of the new facility as being planned to be "their domain." They are apt to overlook the likelihood that their tenure is not going to equal the life expectancy of the facility. This is often a delicate issue for the consultant to handle with great tact and diplomacy. Catering to personal whims or styles in facility design is strictly prohibited and planners, other than the consultant and architect, may need to be reminded of this fact on a gently recurring basis. Library media specialists who like to be available to users at all times frequently insist that an office should not be included in the facility because, "I will never use it." No planner is trying to force *that* library media specialist to use an office but the succeeding library media specialist may well prefer to have a degree of privacy for consultations and quiet for concentrated work. Others want offices but fight to have no doors! One workroom was an absolute disaster because the supply cupboards were placed at a height convenient to the librarian who was six feet, six inches tall. His successor, two years after the facility was in use, was five feet, three inches tall! For years a wonderful story, probably mythical rather than true, was often told among consultants and architects about the librarian who was so highly respected and had so much seniority within the system that the planners capitulated and placed a drinking fountain smack in the middle of her office as she had demanded repeatedly. When the time arrived for the library to be moved into the new facility, that librarian decided she did not like the new building and promptly resigned without ever occupying her office with its controversial drinking fountain. A facility has to be planned for use by a variety of staff—present and future—and one responsibility of the consultant is to make sure that the building program does

not reflect catering to the individual whims of the current staff. Harsh though it may seem, staff occasionally have to be reminded that they will not be the only staff ever to administer and manage the facility.

The consultant is only ready to meet with the building committee after observing the library media center in action; holding conversations with those persons, groups or representatives from groups who previously expressed their hopes and expectations; and scrupulous, in-depth discussions with the library media specialist and staff about the goals and objectives of the projected library media center program to be accommodated by the new facility. This review and evaluation of the data assembled in phases 1 and 2 should be accomplished soon after the arrival of the consultant.

The initial meeting between the consultant and the building committee serves two purposes. It provides an opportunity for them to get to know each other in this early stage of establishing a professional working relationship, and an opportunity for them to review together the expressed needs and the library media center program to be served by the new facility. The goals and objectives for the library media center program as well as for the new facility are also reviewed. At this meeting all issues must be clarified. If there are disagreements among the committee members about any issue, those too need to be aired. If the site has been identified, this should be visited although the site is of more direct concern to the consultant and the architect for planning purposes.

If the architect has been chosen, the consultant and architect need an opportunity to discuss the project in which they will both be extensively involved. It is essential that the consultant and architect understand their common problems as well as the individual problems each faces. It is also essential that the consultant and the architect respect each other's professional turf. This respect is expressed in various ways including offering each other advice only upon request. The time will doubtlessly come later in the planning process when they will have established a mutual respect for each other's expertise and achieved an easy rapport that permits them to offer each other advice freely, but that degree of familiarity can come only with time. In the interest of clarity it is important that all understandings (goals and objectives for the facility, the pro-

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gram to be served, and the numbers of users to be served by the facility) be synchronized. The architect and the consultant will want to visit the site or potential sites together to make a projection of the number of square feet the site or potential sites will accommodate and a rough projection of construction costs based on the potential square footage.

The consultant and architect together will meet with the building committee before the consultant's visit concludes. The consultant will present to the committee and the architect a preliminary analysis of the building program to be based on the identified needs and the library media center projected program. The architect may or may not wish to participate in the meeting other than as a spectator but the meeting should not adjourn until every last question is answered to the satisfaction of all present. In all probability, this will be the final meeting before the consultant develops the building program.

Some schools make use of a consultant only through the preparation of the building program phase but this is false economy. By continuing to work together through at least the working drawings phase, the expertise of the consultant and the architect will continue to complement each other for the benefit of the school. The single function of each is to produce through the application of professional skill the best possible library media center facility within the financial and other constraints established by the school.

The consultant applies the same techniques to all situations—whether the facility is to be new, expanded, or removed. The difference lies in the degree of depth with which the techniques are applied. Obviously a new facility takes a greater degree of in-depth planning than does an expansion or renovation.

The work of the consultant up to this point has been in the realm of school library center media programs, working with faculties, students, architects and building committees, space planning, and the development of building programs. In some instances a consultant with totally different expertise may be needed. A school that plans to have a major audiovisual department as part of the library media center will probably need a technical consultant to develop the technical aspects. Because totally automated school libraries and library media centers are such relative new-

comers to the school scene, the school should have an automation consultant to plan and/or design the automation system. Neither the technical consultant nor the automation consultant will deal with the building program in terms of space; they will deal solely with the technical aspects. Their recommendations will affect the engineering portion of the architect's working drawings. Many schools feel that their in-house computer teachers are capable of planning and designing the total automation system. This is unfair to both the computer teachers and the library media centers! Rarely does a computer teacher have the competency to plan and design a totally automated and integrated system for the library media center. Nor should the computer teacher be expected to have this competency for it is a separate and specialized field, completely divorced from the teaching field. The library media center needs an integrated system to handle cataloging and circulation functions, produce an on-line catalog, perform administrative and managerial tasks, and network with other systems. The system needs to be designed as a total system—not by the patchwork-quilt approach. An automation consultant brings proven experience, broad knowledge, and vision to the task; the technical consultant brings the same attributes. Neither is replaceable.

Phase 7 **The Building Program**

How much or how little or just plain how? With sketches? Without sketches? As building programs were beginning to become acceptable approaches to library facility planning, polite and sometimes not so polite battles raged and battle lines were drawn. The issue at stake was that of turf. Was the writer of the building program usurping the role of the architect? Were librarians pretending to be architects? Were architects trying to usurp the role of the librarians? Was *this* consultant's approach to writing the building program better or worse than *that* consultant's approach? Consultants, few though they were at that time, disagreed with each other in private and in public. Schools, fortunately, were still too unsophisticated about facility planning to become involved in the battles that raged above their academic heads at the college and university

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level. Public libraries in large cities were as involved in the birthing problems of library building programs as were the colleges and universities. Misconceptions eventually disappeared and the building program assumed an important role in library facility planning. School library media specialists are the beneficiaries of the accumulated wisdom of those pioneers.

What is a building program? The building program is a document, developed for the explicit purpose of serving the architect as a reference guide throughout the entire design process. In a clear and intelligible format the building program reflects the crystallized thinking of concerned persons about the needs of the library or the library media center; it deals in specifics. The use of a building program document does away with those nightmares library media specialists have as they try to remember whether or not they mentioned "this or that" to the architect. Even if the facility is not built as soon as anticipated after the building program is written, the program remains an important document reflecting detailed planning. It would, however, need reviewing and updating if too much time elapsed before the project started. Changes in needs can be reflected easily by an update of only those portions where there are changes. In one school five years elapsed between the time the building program was originally developed and sufficient money was available to start construction. The program and the facility design were reviewed twice during those five years, and only one major change in the teaching approaches necessitated a reallocation of space in the design. The original building program included plans for an AV theater to hold one hundred students or five class sections. Within the five years, the decision had been made to install one or more television sets and VCRs in every department in the middle and upper schools and one or more in every corridor in the elementary school. After one year of teaching under these circumstances, the teaching faculty recommended to the library media specialist and to the building committee that the AV theater be eliminated from the plans and the space be reasigned for other library media center purposes. Updating well-developed building programs is easily accomplished.

As to the often controversial question, "Who writes the building program?" everyone who has been involved in facility planning

probably is in agreement that the most logical person to develop and write the program is the librarian or the library media specialist. That is the person after all who is most familiar with the needs, the program the building is designed to serve, and the users. The library media specialist is also the person with the broadest overview of the role of the library media center within the educational philosophy and instructional program of the parent institution. Why then are schools using consultants to develop building programs for library media centers? The answer is, unhappily, that few school library media specialists have, or feel they have, the training and the expertise to prepare building programs. Graduate library schools do not include sufficient courses, if they include any, dealing with facilities and facility planning. This is unfortunate, but it is realistic. The quest of library media specialists for space and facility planning expertise is corroborated by the large numbers of them who attend space planning and facility planning workshops, seminars, and summer school programs. An increasing corps of library media specialists has gained or is gaining the expertise to plan for their new, expanded, or renovated facilities and this planning includes the development of the building program. The day will come when the majority of library media specialists will be fully capable of doing their own planning without the aid of a consultant.

Another factor stands in the way of the library media specialist who would feel capable of preparing the building program, and that is the problem of time. The complete planning process for facilities is lengthy, exhausting, and very time consuming; facility planning is not an after-hours project. Rare is the school administrator who has reached a sufficiently high level of awareness of all that is involved to say to the library media specialist, "Take one year to plan for the new facility and we will hire a one-year replacement to assume your other responsibilities." That day, too, will come but its time is not yet on even a modest scale. So, the best alternative to the preparation of the building program by the library media specialist is to have it prepared by a consultant who has had broad experience in school library media center planning—a consultant who works closely with the library media specialist and can give the project concentration and time.

One hopes that we are not, especially in the library world, living amid so many standards developed by others that we are beginning to lack the courage to move ahead without them. A school administrator recently asked where he could find the standards for library building programs. He really believed that they had to exist, but they do not. The best answer one could give him is that there are common ingredients to be found in each program but that no standards exist against which library media center building programs can be measured for quality. Building programs, especially at the elementary and secondary school level, are not overly complex documents to prepare or understand. Actually, the simpler they are the more usable. Common ingredients to be found are:

1. A statement (preferably brief) about the parent institution—including philosophy, statement of purpose, and any unique characteristics that make it significantly different from similar institutions.
2. Identification of each area to be incorporated into the design—including purposes for which the area will be used, its relationship to other areas, space requirement, equipment, furniture, and special needs.
3. Space allocations and spatial relationships summaries.

Although the building program is prepared specifically for the use of the architect it does have other uses. It provides the library media specialist with a checklist of needed equipment, area by area. When the time comes to prepare equipment and furniture orders one needs only to amalgamate into an orderly format all those items specified in the building program. Schools in the private sector frequently use a well-prepared building program as a fundraising device. Since their funds come from private rather than public sources, development offices responsible for financing the project seek special gifts to cover the costs of specific areas including the equipment and furniture needs. Development offices can use the building program in a number of different ways: to seek foundation support, to seek a single donor who will finance the entire project, to seek endowment to maintain the facility once it becomes reality, or any number of other fundraising approaches. Schools in the public sector frequently use their building programs

as public relation devices to communicate with precision to the community the purposes for which public funds are sought. The community that funds the project, whether through a vote at the polls or through a governing board decision, has an interest in the facilities that tax dollars provide and support. Most communities have at least one small group that is often suspicious that tax dollars are supporting so-called frills rather than necessities. Making the well-prepared building program available to the public serves the school well—whether it dispels nagging suspicions, engenders support at the polls, or merely increases public interest in the local educational system.

The building program as developed presents plans for a facility to serve its parent institution and its users for a period of twenty to twenty-five years. The importance of planning for sufficient space cannot be overemphasized. No one can foresee what important developments will appear on the horizon that must be accommodated, so one cannot assume that the configurations of space allocations within the facility will always remain as originally planned. Also, the purposes for which spaces were originally identified can change in the decades ahead. If sufficient space is available, however, and the design is flexible, the shifting of spaces and purposes for areas should present no major problem whether the spaces be open or closed. One school library media center designed in 1963 included a typing room. The intervening years have seen that room used as a reserve book room, a small listening and viewing room, and now as a room devoted solely to the housing and use of the complete *New York Times* microfilm collection. As the needs have shifted, the other functions have not disappeared (typewriters have been replaced with computers, word processors, and printers) but relocated in other areas. Changes of this nature can be easily accomplished with no structural changes if sufficient square footage is available. The long-range planning that accompanies the library media center expanded program design should include foreseeable space-saving devices such as conversion of backfiles of periodicals in paper format to microforms; replacing the traditional bookstacks with compact shelving; or lessening the inventory of AV equipment that requires permanent storage by providing teaching areas or classrooms with their own equipment

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such as television sets and VCRs. Many space-saving devices or measures can be found that will accommodate shifting needs and functions.

What is needed before the writer of the building program starts to develop the program? If an outside consultant is developing the building program, that person will have gathered, during an on-site working session, needed information from the library media specialist and the staff, the building committee, and the architect. With these inputs and those of the faculty, students, and administrators, the consultant will have developed a strong sense of the purposes of the school and the educational climate in which those purposes are implemented. Hard data, including those data gathered and processed during phases 1, 2, and 3 of the planning process, are essential. Working sessions with the library media specialist should have included a detailed review of the program to be served by the facility and any special or unique provisions anticipated for the program implementation. Existing constraints will have been noted during the on-site session. Concerns and preferences expressed by the building committee require consideration by the building program developer. If building committee members have seen features in facilities they have visited that they would like considered for inclusion, the consultant and individual members of the committee should make visits to any of these facilities that are nearby to inspect those features during the on-site working sessions. The selected building site has little effect on the building program development unless it imposes unusual restrictions, such as having to be multilevel, on the program. The responsibility of the architect, not of the consultant, is to translate the program into a design to fit the space.

Transferring the hard data to a preliminary worksheet is the most logical and efficient first step in the preparation of the building program whether the writer be the library media specialist or an outside consultant.

Sample Worksheet

THE JOHN DOE LIBRARY MEDIA CENTER

PROJECTED STUDENT POPULATION _____
 Elementary _____ Middle School _____ Secondary _____

PLANNED SEATING CAPACITY
 Percentage of students _____ % Number of students _____

BASIC SPACE ALLOCATION PER STUDENT

AASL/AECT Guideline—40 square feet per student in areas for reading, browsing, listening, viewing, individual study, computing*
 40 square feet $\times$ number of students to be seated in these areas =
 _____ square feet

ALLOCATION OF SEATING BY TYPE

EFL recommendation for reader space apportionment:
 Carrels—60%; Group study—15%; Flat top tables—8%; Lounge furniture—17%**

Study carrels _____	John Doe adaptation _____
Group study _____	John Doe adaptation _____
Flat tables _____	John Doe adaptation _____
Lounge _____	John Doe adaptation _____
_____	Other types: _____
	Total _____

BOOKSTACK SPACE

1 square foot of floor space = 15 book volumes
 (e.g., projection at 15,000 volumes = 1,000 square feet; 60,000 = 4,000 square feet, etc.)

*Information Power, *Guidelines for School Library Media Programs*, prepared by the American Association of School Librarians and Association for Educational Communications and Technology (Chicago: American Library Association, 1988), 132.

**Ruth Weinstock, ed. *The School Library, Facilities for Independent Study in the Secondary School*. A report from Educational Facilities Laboratories (New York: EFL, 1963), 51.

Current book collection _____ volumes
Average rate of growth per year _____ volumes
Average rate of removal per year _____ volumes
Projected total book collection _____ volumes
Square feet needed _____

PERIODICALS

Current subscriptions _____
Projected increase over the next two years _____
Total _____
Periodicals backfiles in paper format:
Number of shelves needed currently _____
Backfiles Policy: _____
Projected number of additional shelves needed annually _____

MICROFORMS

Fiche (number of cabinets) _____
Film (number of reels) _____
Projected rate of growth: Fiche _____ Film _____
Number of microfiche readers _____ Projected additions _____
Number of microfilm readers _____ Models _____
Number of microfilm readers: Projected additions _____
Models _____
Number of microfiche reader printers _____ Projected additions _____
Number of microfilm reader printers _____ Models _____
Projected additions _____
Models _____

EQUIPMENT FOR PUBLIC USE

Photocopiers _____ Floor models _____ Table top _____
Computers _____ Word processors _____ Printers _____
Typewriters _____

AV STORAGE SPACE NEEDS

Inventory to be listed here:

Projected additional equipment: (to be listed here)

NONPRINT MATERIALS

Recordings (Disc) _____	Projected annual growth ____
(Tape) _____	Projected annual growth ____
Video (Tapes) _____	Projected annual growth ____
Cassettes) _____	Projected annual growth ____
Slides _____	Projected annual growth ____
Slide/Tapes _____	Projected annual growth ____
Films (8-mm) _____	Projected annual growth ____
(16-mm) _____	Projected annual growth ____
(35-mm) _____	Projected annual growth ____
Other: _____	Projected annual growth ____

CARD CATALOG

Number of drawers _____ (traditional)

Projected date for going on-line _____

STAFF SPACES

Head Library Media Specialist

Professional assistants

FTE support staff

Volunteers

Office _____ square feet Workroom _____ square feet

PROGRAM SPACES (Number of users to be accommodated)

Storytelling _____

Seminar/Conference/Teaching Room _____ Average class size ____

Small conference room _____

Teacher preparation area _____

Database searching _____

Periodical index table _____

Projected on-line catalog _____

SPECIAL NEEDS

Security system

Outside book return

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NONASSIGNABLE SPACES

Lavatories

Custodial closets

Water fountains

Halls

Mechanical rooms

Worksheets are tailored to match the information needed for each building program. By transferring the purely statistical data to worksheets one has a quick and ready reference and thus eliminates the awkward juggling of papers in an effort to find the needed note, memo, or fact.

The building program, if it is going to be of real use to the architect, has to be easy to read and easy to use. Allocating one page per function and using a consistent format on each page is the approach architects find to be the one that serves them most effectively and efficiently. The one-function-per-page format also serves the library media specialist well when the equipment and furniture needs lists are being compiled. If the building program needs to be revised in an area, revision can be accomplished easily by dealing with the appropriate page without having to reprint several pages. The narrative text approach is not efficient for any of the persons who make use of the program.*

The building program writer and the building committee must be aware of the possibility that the money needed to implement the program fully may not be available as soon as one hopes. Compromises may be necessary and the building committee will recommend the areas of compromise to the decision maker/s. Identifying the compromises to be made can be a traumatic experience but compromising on furniture and equipment that can be changed or added at a later date is preferable to compromising on quality of design or construction. If there is room for compromise in the construction costs without affecting the quality of the construction, such compromises might be considered. For instance, the specifications that call for teak paneling and millwork can be altered by substituting a less expensive but equally suitable wood. Replacement of a specified item by shoddy materials is unacceptable but

*However, book production requirements necessitated condensing material found in the case studies.

replacement of a costly item by one less luxurious but of good quality is acceptable. If totally new furniture and equipment is anticipated, that represents an area for temporary compromise. Some furniture and equipment, if not all, can be reused until money becomes available to replace it. Choose the areas for compromise carefully. One school, in spite of the best advice from the building committee, the consultant, and the architect, chose to compromise on the quality of carpeting. Carpeting is an expensive item that becomes even more expensive when it has to be replaced within three years of installation as this school found out—much to its horror and its financial detriment. It is sometimes unfortunate that the building committee, the architect, and the consultant do not and cannot control the final decisions. Would that all decision makers believed that "the cheapest is not necessarily the best" but if they choose to ignore the best professional advice available to them, the advisors can only give way with good grace, hard as it is to muster on some occasions. For the sake of working in continuing harmony in the effort to obtain the best possible facility, bad decisions must be accepted. If ever the old cliché about leading a horse to water but not being able to make him drink is applicable, it is at the moment when an irresponsible decision that affects adversely the life expectancy of a building or its furnishings is made.

Four sample building programs are found on the following pages. The planning for the new facility at North Shore Country Day School in Winnetka, Illinois, began in 1981—six years before it opened in September, 1987. The final review and upgrading of the building program was completed in September, 1985. The careful planning that went into this facility is highly visible in the facility itself and in the ways in which it serves its users and reflects the school's philosophy. The building program for the Woodruff Library at The Westminster Schools in Atlanta was accepted in February, 1984, and the facility opened in September, 1985. This building was easier to design because it served only one segment of the schools and joined two other libraries on campus.

The planning process for major renovations is parallel to the planning process for new facilities and attention to detail is equally important.

Not all building and renovation plans are prepared in anticipa-

tion of immediate implementation. The following plan for the AV complex renovation at The Marshfield School was prepared as part of the school's long-range planning process. The need for renovation was an identified need but had to take its appropriate place for implementation within the school's established long-range priorities. To facilitate the long-range planning, the physical renovation program was prepared in 1987 with the technical aspects to be added immediately prior to the actual renovation to assure inclusion of the latest technological developments in education.

Scheduled for implementation in the summer of 1991, the renovation plan will be reviewed and upgraded as needed. The Marshfield School is fortunate to have sufficient space in its existing AV complex to permit a satisfactory renovation with no new construction necessary. The AV program that serves approximately 1,700 students in grades K-12 will be able to function more efficiently and effectively within the renovated and reorganized space.

The process of developing a library building program for a school that has not yet opened involves but a portion of the normal planning process. The Episcopal High School—Houston library building program was produced during the spring preceding the opening of the school.

The head librarian had been hired and was developing the library program at an off-site location; department heads had been hired but were not yet on-site. Four grade levels, 9-12, were to be phased in one grade at a time over a four-year period. A defunct school campus with some buildings worthy of restoration and/or renovation had been purchased and construction work on those buildings was in progress. The designated architect for the entire campus project was readily available for consultation. The board of trustees and the chief administrator had tentatively identified the site for the future library.

Even in the library program's early stages of development it was clear that the designated site was insufficient in size to accommodate the envisioned one-story facility. Because the site choice was ideal in terms of its location within the developing academic complex, it was decided to retain it but to utilize air space for the chief core of the library. The librarian and other academic department heads had strong feelings about the relationship of the library to

the academic life of the school. At that time it was not clear whether money would be available to construct and finish the entire facility in one phase or if it were to be a two-phase project.

With these diverse factors in mind, the library building program for Episcopal High School—Houston was prepared to accommodate two development phases if necessary. In accordance with the wishes of the academic department heads, the office of the academic dean of students was located in the library facility to bear eloquent testimony to the interrelationship of the library and the academic programs.

**THE GEORGE W. WOODRUFF LIBRARY
THE WESTMINSTER SCHOOLS
LIBRARY BUILDING PROGRAM**

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PREPARED:
February 23, 1984

THE WESTMINSTER SCHOOLS

Widely recognized for their high-caliber educational programs, The Westminster Schools serve grades prekindergarten through 12. Located on an one hundred eighty-eight acre campus in an urban setting, The Westminster Schools resulted from a merger in 1950 of Washington Seminary and the North Avenue Presbyterian School with the then Westminster School.

The George W. Woodruff Library joins two other libraries and a major audiovisual complex on campus. The Smythe Gambrell Library serves grades PK-5, the Carlyle Fraser Library serves grades 9-12, and the audiovisual facility serves the entire school. The addition of the George W. Woodruff Library will allow the junior high school to be a self-contained unit for the first time in the history of the school.

The library building program has been developed to provide a facility that will offer services to a projected maximum student population of 470 and a faculty and staff population ranging from 45 to 50. Library services will be delivered by a cost-effective system that makes optimum use of professional, paraprofessional, clerical, volunteer, and student staff. All classification, cataloging, and processing services will be handled by the technical services personnel at the Carlyle Fraser Library, which is a member of OCLC. The audiovisual equipment and services to be available in the Woodruff Library are intended to expedite on-site services rather than replace those more complete services and facilities available in the audiovisual complex, administered by a full-time director of audiovisual services and support staff.

The Woodruff Library will provide informational resources in a broad range of print and nonprint formats and deliver services through traditional methods supplemented by current and developing automated services. The program of the Woodruff Library will be designed to support and further the educational goals of The Westminster Schools in providing a college preparatory education.

THE LIBRARY BUILDING PROGRAM GENERAL CONSIDERATIONS

The library building shall be designed for maximum control with minimum effort by its staff. The structure must be live-loading 150 pounds per square foot to permit relocation of stacks as usage through the years mandates. The building shall be air conditioned/air controlled for preservation of library resources and for human comfort, carpeted with static-resistant material, acoustically treated in identified areas, and based on an open concept insofar as possible. Sufficient conduits shall lead into the building to cope with existing and as yet undeveloped technologies.

The inclusion of an elevator shall depend upon federal and local regulations governing access for the handicapped. If an elevator is not included in the building, an electric lift of sufficient size to handle full-sized book trucks, AV carts, and a wheelchair shall be included.

Air conditioning and heating systems should have filter and humidity control geared for maximum preservation of resources. Zone control is to be possible. Windows shall be able to be opened to provide ventilation between heating and air conditioning seasons.

Lighting shall permit rearrangement of stacks and seating should this become desirable in future years. Lighting shall conform to the latest standards for conservation of library resources. (Information will be provided to the architect.)

Interior construction and furnishings shall be durable, easily maintained materials for minimal operation costs. Library technical equipment shall be provided by a reputable library furniture supplier. The book return bin slot to be located in the foyer shall be lockable.

The clock shall be on the school's master clock system but the decision as to whether or not bells are to be located in the library will be a joint library staff and administration decision.

Smoke and fire detectors are to be located throughout the building. A preaction design sprinkler system is recommended. A system that uses halon or carbon dioxide instead of water should be considered.

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The site and design of the building shall provide for easy and inexpensive expansion in the future. The design of the building shall comply with federal and local building regulations, local fire and health codes, and adhere to OSHA standards.

400 square feet

AV PRODUCTION ROOM

ACTIVITIES: Student, faculty, and staff production of AV software

RELATIONSHIP TO OTHER AREAS: Between librarian's office and AV storage room

EQUIPMENT:

- Desk-height counters with stools to seat eight students
- Continuous fourteen-inch bulletin board above counters
- Supply cupboards above bulletin boards
- Desk and office chair
- Pulldown projection screen
- Primary typewriter
- Video editing and taping equipment
- Television set and VCR
- Laminating machine
- Kroy lettering system
- Desktop photocopier

SPECIAL NEEDS:

- Connecting doors to librarian's office and AV storage room
- Strip electrical outlets between counters and bulletin boards
- Rheostat to control overhead lights
- Acoustical treatment

Ten or more users (browsing)
Twenty users (teaching)
Square feet: *

BROWSING/TEACHING

ACTIVITIES: Displays, browsing, reading, and teaching

RELATIONSHIP TO OTHER AREAS: Spread throughout the library, the *browsing areas* should be attractive and inviting but conducive to quiet reading, studying, and listening. Some of the seating should be near the current periodicals and newspapers. The *teaching area* should be away from the main traffic stream and well removed from the reference area.

EQUIPMENT:

Five round tables and twenty chairs in teaching area

Ten comfortable chairs (no seating for two persons)

Five lapboards to be used with comfortable chairs (to be circulated from circulation/information desk)

Six stack floor cushions

Five stools that can be used as seats or foot rests

Two flat, lockable museum-type display cases

SPECIAL NEEDS:

Electrical outlets near comfortable chairs

Wall display areas for art, posters, hangings, pictures, etc., interspersed throughout the library and equipped with movable track lighting

150 square feet

CARD CATALOG

ACTIVITIES: Locating resources

RELATIONSHIP TO OTHER AREAS: Should be convenient to

*Square feet figured in overall student seating.

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users, staff, circulation area, and staff who maintain it; should be immediately visible to persons entering the library

EQUIPMENT:

A 4½–5-foot-high sturdy catalog constructed in modular form
Drawers to hold an ultimate maximum of 100,000 cards
Reference table with pigeonholes located near card catalog
Two stools for use with reference table

SPECIAL NEEDS:

Appropriate wiring and outlets to accommodate two terminals for on-line catalog of the future

200 square feet

CIRCULATION/INFORMATION AREA

ACTIVITIES: Charging and discharging circulating resources; sorting returned resources for shelving; identifying overdue resources; preparing overdue notices; housing of reserve books; maintenance of circulation records; providing information services

RELATIONSHIP TO OTHER AREAS: Centrally located and visible to library staff in office and workroom; so located as to provide visual control of library; highly visible to users; well apart from quiet reference area

EQUIPMENT:

Counter-height charging desk (library staff has indicated preference for one similar to the one in the Smythe Gambrell Library but with a fourth side to provide an enclosed area.)

Desk to have:

- Lockable cash drawer
- Depressible book truck return unit
- Storage space for supplies associated with circulation and reserve book functions
- Five slots for circulation cards

Adjustable chair
Computer terminal
Two book trucks

SPECIAL NEEDS:

Telephone jack
Appropriate wiring for two computer terminals and a demagnetizing unit for use with potential security system

150 square feet

ENTRANCE LOBBY

ACTIVITIES: Entering and departing the library;* serving as a barrier between chattering students outside the library and the quiet atmosphere within; serving as a weather barrier between the outside elements and the library; viewing displays; returning books when the library is closed

EQUIPMENT:

Doors designed to permit a library user with an armful of books to open them with minimum effort, easy movement of library and audiovisual equipment and wheelchairs
Lockable, lighted wall display units deep enough to hold books, art objects, and other realia
Book return drop
Umbrella stand

SPECIAL NEEDS:

Two sets of double doors with central posts
Carpeting that attracts and retains dirt from shoes and boots
Doors designed to accommodate security gates in the future

*PLEASE NOTE: All other doors are to be equipped with panic bars and bells or buzzers and will serve as *emergency exits only*. This is the only entrance/exit.

200 square feet

LIBRARIAN'S OFFICE

ACTIVITIES: Administrative, consulting, and working functions

RELATIONSHIP TO OTHER AREAS: Easily accessible and visible to all library users; adjacent to AV production room and library workroom with connecting doors; permit visual control of circulation/information area and card catalog

EQUIPMENT:

- Computer terminal, word processor, and printer
- Desk and office chair
- Shelving for 100 book volumes
- Two comfortable pullup chairs
- One three-drawer lateral file cabinet
- Telephone

SPECIAL NEEDS:

- Glass panels in three walls to permit visual control; panels to begin at thirty inches from floor
- Work counter for computer, word processor, and printer
- Appropriate wiring to accommodate computer, etc.
- Electrical outlets for desk lamp

400 square feet

LIBRARY WORKROOM

ACTIVITIES: Ordering and receiving of library resources; storage; preparation of displays; provides work area for library staff, parent volunteers, and student assistants

RELATIONSHIP TO OTHER AREAS: Adjacent to librarian's office; connecting doors to office and library; accessible for deliveries; permits visual control of outer library

EQUIPMENT:

- Book shelves for 200 books
- Work counter and four office chairs
- Supply cupboards above counter
- Shelf list file
- One four-drawer lateral file cabinet
- Two desks and two office chairs
- Two book trucks
- Computer, word processor, and printer
- Telephone
- Countertop photocopier
- Poster storage bin

SPECIAL NEEDS:

- Sink and counter
- Staff lavatory
- Coat closet with lockable door; storage closet
- Small refrigerator and coffee service area
- Glass panels between workroom and office and main library;
panels to begin at thirty inches from the floor
- Electrical strip outlets above counters

NONASSIGNABLE SPACE

- Student bathrooms
- Janitorial closet equipped with slop sink
- Drinking fountain

Preferable these will be placed near the library but not inside the library.

Square feet: *

PERIODICALS/MICROFORM AREAS

ACTIVITIES: Reading and browsing in current periodicals and newspapers; storage of two years of back issues; storage of microforms; research

RELATIONSHIP TO OTHER AREAS: Current periodicals and newspapers to be near comfortable seating; backfiles and microforms to be near stack area and a wall to accommodate microform readers and storage

EQUIPMENT:

Two microfiche readers

Microfilm reader

Microfiche/microfilm reader printer

Magazine carousels for 150 current periodicals

Two double-faced ranges of periodical shelving

Periodical index table and four chairs

Work counter to accommodate readers, reader printer, and microform storage cabinets and four chairs

Newspaper rack

SPECIAL NEEDS:

Electrical strip outlets above counter

Square feet: *

REFERENCE/INFORMATION AREA

ACTIVITIES: Reference and research

RELATIONSHIP TO OTHER AREAS: Visible from circulation/information; separated from heavy traffic areas; close enough to staff for quick advisory service

*Square feet figured in overall seating and book volumes.

EQUIPMENT:

Shelving for 1,500 volumes
Dictionary stand
Atlas case
Pulldown projection screen
Five tables and four chairs

400 square feet

SEMINAR/CONFERENCE/CLASSROOM

ACTIVITIES: Teaching; group study; meetings; group projects; conferences; using resource files

RELATIONSHIP TO OTHER AREAS: Accessible without going through quiet study areas

EQUIPMENT:

Wedge-shaped tables or three tables that can be separated or pushed together
Twenty chairs
Seven resource file cabinets (to be relocated from present junior high school reading room)
Pulldown projection screen

SPECIAL NEEDS:

Glass panel in wall facing into library; glass panel to start thirty inches from floor
Acoustical treatment
Blinds for glass wall and windows to permit darkened room for viewing purposes
Rheostat to control overhead lights
Good ventilation
Electrical outlets

SIGNAGE

An attractive signage system, in keeping with the interior decoration of the library, is to be designed to indicate special resource and special function areas. The signage system shall be so designed that it can be relocated easily as resource and special function areas change in the years ahead.

SPACE ALLOCATIONS

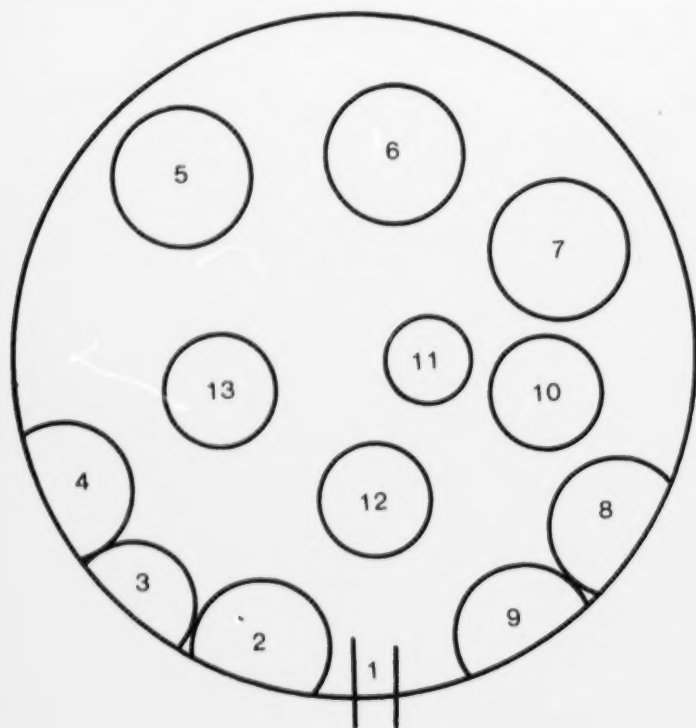
	Square Feet
AV Production Area	400
Card Catalog Area	150
Circulation/Information Area	200
Entrance Lobby	150
Librarian's Office	200
Library Workroom	400
Seminar/Conference/Classroom	400
Stack Space	1666
Teachers' Resource Room	300
User Seating Space	2800
(70 students at 40 square feet per student)	
Total	6,666

- Note: 1. Spaces for current periodicals, microforms, reference, browsing, and general study are included in the "User Seating Space" allocation; Shelving for reference books is included in "Stack Space" allocation.
2. Spaces for non-library purposes (e.g. bathrooms, janitor's closet, etc.) will be assigned by the architect.

SPATIAL RELATIONSHIPS

Note: This is a spatial relationship chart—not a design

One main exit/entry; all others are to be equipped with panic bars and buzzers to alert staff to illegal use



1. Entry
2. Library workroom
3. Librarian's office
4. AV production
5. Looking, listening, computing
6. Nonfiction stacks & group study
7. Fiction stacks & general study

8. Teachers' resource room
9. Seminar/Conference/Classroom
10. Current periodical & some comfortable seating
11. Card catalog
12. Circulation/Information
13. Reference

1,666 square feet

STACK SPACE

ACTIVITIES: Storing, locating, and retrieving book and backfile periodicals

RELATIONSHIP TO OTHER AREAS: Stacks should be placed for maximum supervision by staff; shelving for backfile periodicals to be near microform area; nonfiction stacks should be arranged to allow orderly shelving according to Dewey classification numbers; fiction stacks should be arranged to allow continuous shelving by author; reference shelving should be near staff.

EQUIPMENT:

Freestanding bracket bookshelves braced at the top for nonfiction shelving

Counter-height shelving for reference section

Either counter-height shelving or wall shelving for fiction

Two double-faced ranges of periodical shelving

Wooden end panels with brackets for signs

Total book capacity for an ultimate 25,000 volumes

SPECIAL NEEDS:

Blocks of stacks should not be longer than fifteen feet

60 percent of shelving to be eight inches wide; 15 percent to be ten inches wide; 10 percent to be twelve inches wide; 15 percent to be eighteen inches wide. Librarian to determine if a range of oversized shelving should be included

Aisles between stacks should be a minimum of forty inches

Lighting in major stack areas should be designed to provide optimum light levels with minimum glare

Lighting should allow user to read clearly the title on the bottom shelves

Lighting should permit rearrangement of stacks when and as needed

300 square feet

TEACHERS' RESOURCE ROOM

ACTIVITIES: Faculty study, reading, and preparation area

RELATIONSHIP TO OTHER AREAS: No special relationship need

EQUIPMENT:

- Shelving for 100 books
- Carousels for fifty current periodicals
- Computer, word processor, and printer
- Work counter
- Supply cupboards above counter
- Two comfortable chairs
- Round table and four chairs
- Telephone
- Bulletin board

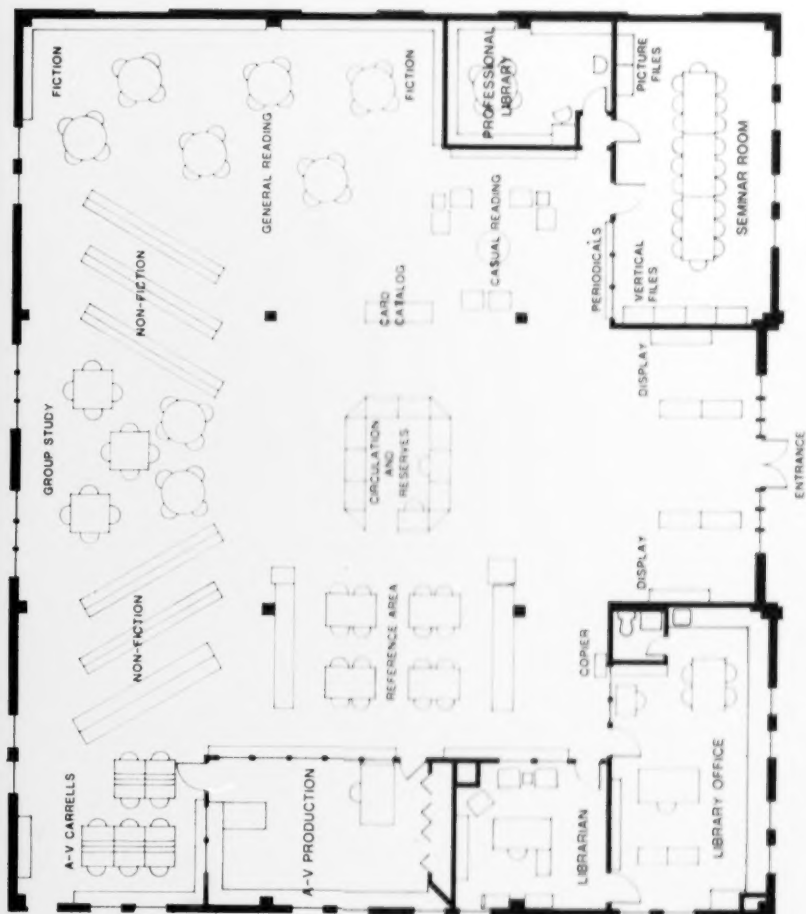
SPECIAL NEEDS:

- Electrical strip outlets between counter and cupboards
- Appropriate wiring for increasing computer needs
- Electrical outlets near comfortable chairs

GEORGE W. WOODRUFF LIBRARY

THE WESTMINSTER SCHOOLS

ATLANTA, GEORGIA



THE NORTH SHORE COUNTRY DAY SCHOOL LIBRARY BUILDING PROGRAM

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PREPARED:
September, 1985

THE NORTH SHORE COUNTRY DAY SCHOOL

The North Shore Country Day School, a small coeducational school, offers a challenging college preparatory curriculum for 375-400 students from junior kindergarten through 12th grade.

Committed to academic, personal, and social development, the school was founded in 1919 by a group of concerned parents. Because the school places strong emphasis on open, cooperative, and supportive communication among students of all grade levels as well as faculty and students, this library building program has been developed to provide a facility that will serve the entire school as it fosters one more avenue of communication in the North Shore Country Day School. With its resources the library will continue to support the strong academic programs; with its program it will play its expected leadership role in the academic community.

Designed to serve thirty percent of the student body at one time, the library will also serve the wider community with its international children's literature collection. Unique in this geographical area, the collection will be composed of books written originally in a language other than English, books translated or retold into English, and books originally in English translated into other languages.

The library will also include a publishing center where students can see their own work in finished form. Books by alumni and copies of literary magazines and books that have published alumni and student works will be displayed nearby. The publishing center is seen as an area where students of all ages and faculty will work together in creative ways.

GENERAL CONSIDERATIONS

1. The building design should minimize the possibility of vandalism and theft.
2. Natural light should be used wherever possible *but* the windows must be positioned so that no direct sunlight hits the books or other printed resources. Ultraviolet light causes deterioration of paper.
3. Lighting shall conform to the latest standards for conservation

of library resources. (Information is being supplied the architect.)

4. Attractive signage is to be used to identify resource areas and special function rooms and areas. The signage is to be so designed that as resources are relocated, the signage can also be easily relocated. Stack end signs will identify book classifications within each tier of stacks.
5. Fire and smoke detection systems should alert the fire department. Avoid, if possible, sprinkler systems that use water. (Information is being supplied the architect.)
6. Air conditioning and heating systems should have filter and humidity control geared for maximum preservation of resources. Zone control must be possible. Windows must open to provide ventilation between heating and air conditioning seasons.
7. All movable equipment such as book trucks, AV carts, and office chairs need to have carpet-type casters.
8. A photocopier (coin-operated for students and key-operated for the library staff) is to be available in the library building. Location depends upon the building design but it should be located away from quiet areas.
9. Entrance to the building should be on the master key system; all other doors should be keyed alike at each level but not on the school master key system.
10. The building shall have but one entrance/exit; all other exits as required by law shall have panic bars and buzzers or bells and shall be emergency exits only.
11. An emergency lighting system is to be included in the building.
12. The building shall be carpeted throughout with static- and stain-resistant carpet.
13. A janitor's closet, including a slop sink, should be included within or adjacent to the library.
14. Clocks in the library need to be synchronized with the school's master clock system.
15. The building must be wired to handle increasingly sophisticated electronic equipment.
16. Delivery access to the library building and within the building shall be as easy as possible.

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17. The structure must be live-loading 150 pounds per square foot to permit relocation of book stacks as necessary in the years ahead.
18. The site and design of the building should provide for easy and inexpensive expansion in the future.
19. The design of the building is to comply with federal, state, and local building regulations, local fire and health codes, access for the handicapped regulations, and OSHA standards.

400 square feet

ARCHIVES

ACTIVITIES: Identifying, sorting, classifying, preserving, and storing the documents, records, and memorabilia of the school; study and research on the history of the school

RELATIONSHIP TO OTHER AREAS: Since this is a special function area, open only with permission, its relationship to other areas is unimportant. Proximity to tables or carrels would be helpful but not essential.

EQUIPMENT:

Shelving for 200 books and 100 archival storage boxes ranging from twelve to thirty-six inches in depth
Two three-drawer lateral file cabinets
Wall storage cabinets for supplies
Storage cabinet with slide-out shelves (similar to an atlas case) for large, flat items
Counter work space and one office chair
Table and two chairs
Computer terminal, word processor, and printer
Telephone

SPECIAL NEEDS:

- Nonfluorescent lighting or fluorescent with protective sleeves to cut the ultraviolet rays
- Electrical strip outlets above counter
- Permanently locked door because archival materials need a high degree of security

400 square feet

AV PRODUCTION ROOM

ACTIVITIES: Laminating materials; producing transparencies; producing and mounting slides; copying audio tapes; storing and circulating posters; producing 8-mm films; storing and circulating equipment

RELATIONSHIP TO OTHER AREAS: Adjacent to video production studio

EQUIPMENT:

- Laminating equipment
- Thermofax machine
- High-speed tape duplicator
- 8-mm film editor, camera stand, and projector
- Visual slide maker and mount
- Light box
- Paper cutter
- Tabletop photocopier
- Primary typewriter
- Computer, word processor, and printer
- Bulletin board
- Desk and office chair
- AV cart
- Stereo record player
- Three stools for work at counter
- Telephone

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SPECIAL NEEDS:

- Connecting door between AV production and video production rooms
- Counter-height work areas with shelves below and cupboards above; a minimum of twenty-four inches needed between counter tops and cupboards; tube lights under the counters.
- Stainless steel sink and hot and cold water
- Glass panels, thirty inches from the floor, in the wall facing into the library
- Blinds for room darkening
- Poster bin for storage—four feet by three feet with loose dividers such as masonite
- Lockable equipment storage cupboards and drawers or lockable closet (Librarian will furnish inventory.)
- Strip electrical outlets above counter tops
- Electrical outlets for typewriter, computer, etc.
- Rheostat to control overhead lighting

Square feet: *

BROWSING AND DISPLAY AREAS (middle and upper schools)

ACTIVITIES: Browsing, reading, listening, and viewing displays

RELATIONSHIP TO OTHER AREAS: Spread throughout the library, these seating areas should avoid the appearance of a lounge. Proximity to current periodicals and newspapers, new books and special displays is desirable.

EQUIPMENT:

- Ten comfortable chairs or other single-type seating
- Freestanding carousels for 150 current periodicals
- Newspaper rack
- Freestanding paperback book carousel

*Part of overall reader spaces.

Book display facilities such as lighted wall section or shelves or freestanding book displays

Two lockable museum-type cases (one flat, one upright)

SPECIAL NEEDS:

Electrical outlets near the comfortable chairs

Wall display areas interspersed throughout the library

150 square feet

CARD CATALOG AREA
(middle and upper schools)

ACTIVITIES: Locating library resources

RELATIONSHIP TO OTHER AREAS: Convenient to library staff and circulation/information area; near entrance so users do not have to go through quiet areas to reach it

EQUIPMENT:

Card catalog in current library will be reused

Two reference/index tables with pigeonholes

Four stools for use with tables

SPECIAL NEEDS:

Appropriate wiring and outlets to accommodate computer terminals for an on-line catalog to be installed at a later date

200 square feet

CIRCULATION/INFORMATION AREA

ACTIVITIES: Charging and discharging circulation resources; preparing returned resources for shelving; identifying overdue and sending out overdue notices; housing reserve materials

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RELATIONSHIP TO OTHER AREAS: Near card catalog and entrance; so located that staff at this work station have visual control of middle and upper school areas

EQUIPMENT:

Freestanding, modular desk with four sides and but one means of access

Desk should include:

Lockable cash drawer

Five circulation card drawers

Depressible return book truck

Two book trucks

Shelving for 150 reserve books

Storage space for supplies associated with circulation functions

Computer terminal

Demagnetizing unit for security system

SPECIAL NEEDS:

Telephone jack

Since the circulation desk is also to serve the lower school, one side should be at an appropriate height for "small fry."

Appropriate wiring and outlets for demagnetizing unit and three computer terminals

300 square feet

CONFERENCE/STUDY/TUTORING ROOMS **(Two at 150 square feet each)**

ACTIVITIES: Group study, tutoring, committee projects, conferences

RELATIONSHIP TO OTHER AREAS: Away from areas reserved for quiet study; adjacent to each other

EQUIPMENT:

Room no. 1: table and four chairs

Room no. 2: counter work space around three walls and four chairs

SPECIAL NEEDS:

Room no. 1: electrical outlets for use of small AV equipment

Room no. 2: electrical strip outlets above counter space

Shelf to hold books of users above the outlets

Both rooms: glass panels on walls of rooms facing into the library; panels to start at thirty inches from the floor

Wiring appropriate for computers, word processors, and printers

Pulldown projection screen

Acoustical treatment

150 square feet

ENTRANCE LOBBY

CONSIDERATIONS: The entrance lobby should provide an inviting and attractive entry into the library. It shall serve as a noise and weather barrier.

EQUIPMENT:

Locked, lighted wall display units deep enough for display of books, art objects, and other realia

Book return drop large enough to accommodate 75-100 books; to be lockable and therefore unusable when the library is open; exact location of return bin depends upon the design of the building.

SPECIAL NEEDS:

Two sets of double doors wide enough to permit wheelchair entry and easy movement of library equipment

Inner set of doors designed to accommodate security system gates

350 square feet

FACULTY STUDY/PROFESSIONAL LIBRARY

ACTIVITIES: Faculty reading and research; housing for professional library

RELATIONSHIP TO OTHER AREAS: Readily accessible to faculty but relationship to specific library areas unimportant

EQUIPMENT:

Shelving for 350 books

Carousel for thirty-five current periodicals

Periodical shelving for backfiles—two years per thirty-five titles

Table and four chairs

Two comfortable chairs

Portable work station for computer, word processor, and printer
and one chair

Bulletin board

Telephone

SPECIAL NEEDS:

Appropriate wiring and outlets for computer equipment,
coffee pot and lamps by comfortable chairs

200 square feet

LIBRARIAN'S OFFICE NO. 1
(middle and upper schools)

ACTIVITIES: Administrative, consulting, and working functions

RELATIONSHIP TO OTHER AREAS: Easily accessible and visible to persons entering the library; adjacent to the workroom; so located that visual control of public service areas is possible

EQUIPMENT:

Desk and office chair

Two pullup chairs

Shelving for 150 book volumes
Portable work station with computer, word processor, and printer
Three-drawer lateral file cabinet
Bulletin board
Telephone

SPECIAL NEEDS:

Glass panels in walls facing into the library and workroom to provide visibility and visual control; panels to start thirty inches above the floor
Dedicated telephone line for use with future database searching terminal
Wiring and outlets for two computer terminals and accompanying hardware and desk lamp
Connecting door to workroom

250 square feet

LIBRARIAN'S OFFICE WORKROOM
(lower school)

ACTIVITIES: Administrative, consulting, and working functions

RELATIONSHIP TO OTHER AREAS: Between lower school area and the "swing area" for middle schoolers

EQUIPMENT:

Desk and office chair
Portable cart with computer, word processor, and printer
Shelves for 50-75 books
Bulletin board
Two comfortable pullup chairs
Three stackable back jack chairs for children
Telephone

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SPECIAL NEEDS:

- Glass panels in walls to provide visual control of the two areas;
panels to start thirty inches from the floor
- Appropriate wiring and outlets for computer equipment and
desk lamps

400 square feet

LIBRARY WORKROOM

ACTIVITIES: Ordering, receiving, sorting, and processing of library resources; storage of supplies necessary to carry on preceding functions; preparation of displays; sorting of gift materials; work space for library staff and volunteers

RELATIONSHIP TO OTHER AREAS: Adjacent to librarian's office for upper and middle schools; provide visibility of card catalog area and circulation/information area

EQUIPMENT:

- Shelving for 250 books
- Two book trucks
- Computer, word processor, and printer
- Three-drawer lateral file
- Desk and office chair
- Table and four chairs
- Computer terminal modem and printer to deliver database retrieval services
- Telephone
- Bulletin board

SPECIAL NEEDS:

- Counter work space with electrical outlets above for two computers and accompanying hardware
- Dedicated telephone line
- Supply cabinets above work counters

Stainless steel sink with hot and cold water
Staff lavatory
Lockable coat closet

100 square feet*

LOWER SCHOOL AREA

ACTIVITIES: Studying, reading, browsing, storytelling, reading aloud, listening, library instruction, and selection of resources for borrowing

RELATIONSHIP TO OTHER AREAS: Removed from areas for quiet study and research; near lower school librarian's office and workroom; adjacent to a "swing area" that provides study and reference resources geared for the fourth and fifth graders but available for use by other students in lower and middle schools

EQUIPMENT:

Card catalog of appropriate height for lower school students (three feet, six inches in height is the ideal vision range for a six year old); drawers to hold an ultimate 30,000-360,000 cards

Shelving for a book collection of 9,000 volumes (48 inches is maximum height for a six year old and 28-35 inches is the ideal browsing height for a six year old)

Freestanding carousel to hold twenty-five current periodicals

Appropriate-sized tables and chairs or low-sided carrels for twenty-five users; twenty-five chairs

Twenty-five stack cushions or stackable back jack chairs or a combination of the two types

Juvenile book and record browser

Two-drawer file cabinet; three-drawer file cabinet

*Stack space allotted for entire collection is included in overall figure—570 square feet for lower school; user spaces are also included in overall figure; card catalog space is the only extra space.

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Two book trucks
Two beanbag-type chairs
Folding puppet theater

SPECIAL NEEDS:

A storytelling area well removed from areas reserved for quiet study

Acoustical folding screens or another type of acoustical treatment

At this time the faculty in the lower school is opposed to a closed area for storytelling functions. Realistically, an affordable and workable alternative may not be available.

A reference and study area for fourth and fifth graders (this area should be adjacent to the primary section and the middle and upper school section. This separation will give sixth and seventh graders freedom to consult the resources in the fifth and sixth grade area without embarrassment at having to go deeply into the lower school area to do this.)

Shelving for 300 reference/resource books

Table and four chairs

Four carrels and four chairs

Display areas

If the design lends itself to incorporating window seats into the lower school area, they would provide additional seating. Lower school students find window seats attractive reading areas.

75 square feet

PAMPHLET, DOCUMENT, AND PICTURES FILES

ACTIVITIES: Storage and retrieval of resources

RELATIONSHIP TO OTHER AREAS: Does not need prime space but should be visible and readily accessible; near a carrel or table

EQUIPMENT:

Two three-lateral-drawer file cabinets

300 square feet

PERIODICALS BACKFILE/MICROFICHE AREA

ACTIVITIES: Reading, research, and storage.

RELATIONSHIP TO OTHER AREAS: Near a solid wall to accommodate a work counter

EQUIPMENT:

Two microfiche readers

Microfiche reader printer

Microfiche storage cabinets

Periodical shelving (Consult the librarian for size of potential collection.)

Newspaper storage hangers to fit into the periodical shelving

Periodical index table and four chairs

Four chairs for use at work counter

SPECIAL NEEDS:

Work counter sufficiently deep (twenty-eight inches) to accommodate equipment and storage units

Electrical outlets above counter

100 square feet*

REFERENCE AREA

ACTIVITIES: Reference and research

RELATIONSHIP TO OTHER AREAS: Must have total visibility from the circulation/information area; at least partial visibility from office and workroom

*Bookstack capacity and reader spaces included in overall plan.

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EQUIPMENT:

- Counter-height double-faced shelving for 2,000 reference books (ten- and twelve-inch widths)
- Dictionary stand
- Two atlas cases with slide-out shelves
- Six study carrels and six chairs
- Table and four chairs
- Double-faced slope table and two benches

300 square feet

SEMINAR/CLASS/CONFERENCE ROOM

ACTIVITIES: Group study; group projects; teaching purposes; conferences; guest speakers for class groups

RELATIONSHIP TO OTHER AREAS: Accessible without necessitating traffic going through quiet areas to reach it

EQUIPMENT:

- Wedge-shaped tables or conference table to accommodate fifteen persons
- Fifteen chairs
- Pulldown projection screen
- Small blackboard covered by louvered shutters

SPECIAL NEEDS:

- Glass panels in wall facing into the library; panel to start thirty inches above the floor
- Acoustical treatment
- Electrical outlets to accommodate AV equipment on carts
- Room darkening capacity (blinds or curtains)
- Rheostat to control central lights

SPACE ALLOCATIONS

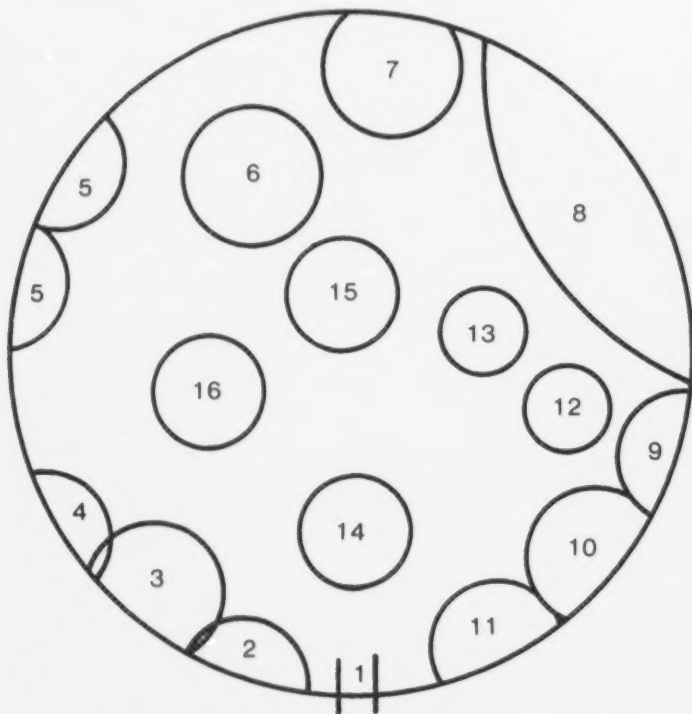
	Square Feet
Archives	400
AV Production Area	400
Card Catalog Areas (2)	250
Circulation/Information	200
Conference/Study/Tutoring (2)	200
Entrance Lobby	150
Faculty Study/Professional Library	350
Librarian's Office (middle and upper schools)	200
Librarian's Office/Workroom (lower school)	250
Library Workroom	400
Lower School Workroom	100
Pamphlet, Document, and Picture Files	75
Periodicals Backfile/Microfiche Area	300
Reference Area	100
Seminar/Class/Conference Room	300
Stack Space	2,133
Storage Areas	200
User Spaces	4,480
(112 students at 40 square feet; 23 more students to be accommodated in group study rooms)	
TOTAL	10,488

NOTE: A computer classroom and an AV viewing room will be available to the library across the hall. A final decision as to whether to locate the AV production room in the library or adjacent to the viewing room has not been made yet. The specifications will stay as they are—no matter where the ultimate location.

SPATIAL RELATIONSHIPS

Note: This is a spatial relationship chart—not a design

One main exit/entry; all other doors are to be equipped with panic bars and buzzers to alert staff to illegal use



1. Entry
2. Librarian's office
3. Library workroom
4. Storage
5. Conference rooms
6. Stacks
7. Periodicals/Microfiche
8. Lower school/Swing area

9. Teachers' resource room
10. Seminar room
11. AV production
12. Current periodicals
13. Card catalog
14. Circulation/Information
15. Study carrels
16. Reference

**SPECIAL PROGRAM
THE PUBLISHING CENTER**

The activities involved in the publishing center program will take place in already allocated special function rooms such as the seminar/class/conference room and the two small group study rooms and the main library. If a more clearly identified space becomes necessary, the library staff and teaching faculty will work out that arrangement when the time comes in one or two years but the intent is to make it work as currently planned.

2,133 square feet*

STACK SPACE

ACTIVITIES: Shelving, locating, and retrieving resources

RELATIONSHIP TO OTHER AREAS: General stacks should be so placed that supervision from many work stations is possible; reference stacks and lower school stacks will be placed in designated areas; special collections—International Children's Collection will be shelved with or near lower school stacks and alumni/student authors will go in special display shelves.

EQUIPMENT:

Shelving to accommodate an ultimate total of 32,00 volumes

General stacks to be braced at the top

Special-height shelves indicated under "reference" and "lower school"

Library director will determine percentages for appropriate widths of shelves

*1 square foot of floor space figured for 15 book volumes

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SPECIAL NEEDS:

- Blocks of stacks no longer than 15 feet
- Appropriate space between stacks—40 inches
- Lighting designed to provide optimum light levels with minimum glare on all shelves—including bottom ones
- Lighting flexible to permit relocation of stacks as needed

200 square feet

STORAGE AREA

ACTIVITIES: Storage for resources needing a high level of protection (e.g., art, realia, etc.); infrequently used items; extra supplies; seasonal displays; gift books awaiting sorting

RELATIONSHIP TO OTHER AREAS: Preferably adjacent to library workroom

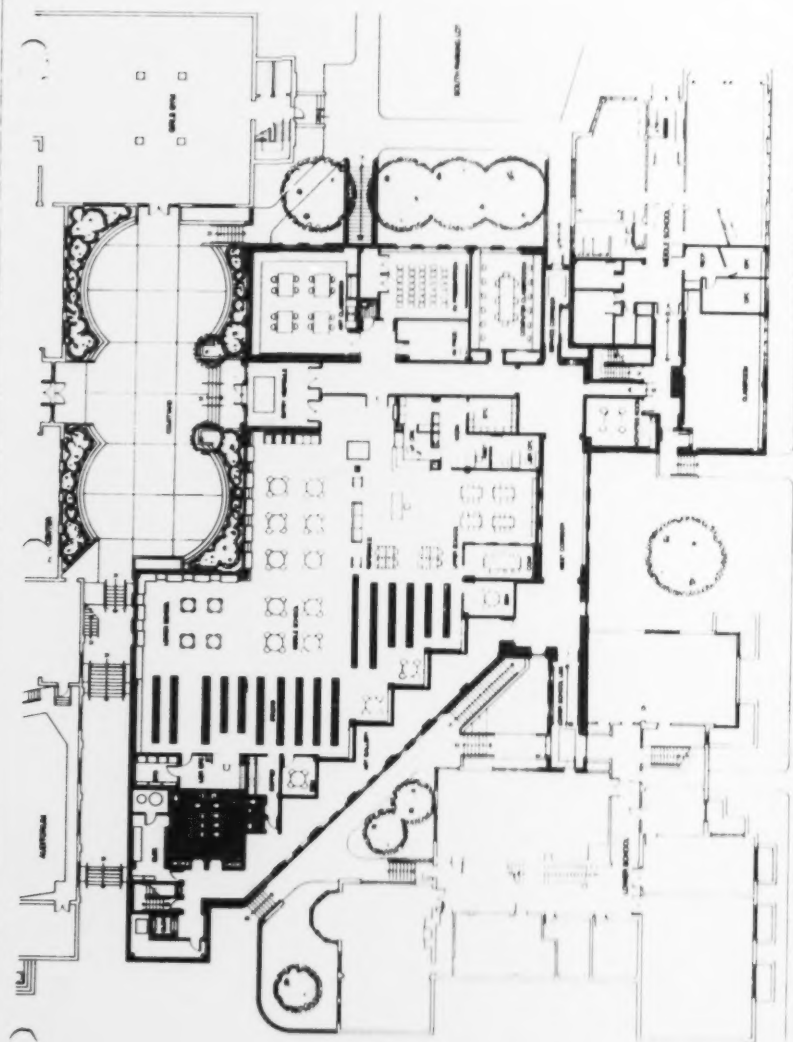
EQUIPMENT:

Cupboards and cabinets

SPECIAL NEEDS:

Sufficient clear floor space for storage of bulky items

**FINAL DESIGN FOR NORTH SHORE COUNTRY DAY,
SCHOOL LIBRARY**



**THE MARSHFIELD SCHOOL
AV COMPLEX RENOVATION PLAN**

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PREPARED:
April, 1987

FOREWORD

The comments, suggestions, and recommendations in this report are an outgrowth of:

1. Recommendations presented in the Middle States Association Visiting Committee reports from the 1970s and 1980s.
2. A 1970s report from a library consultant.
3. A library staff on-site assessment.
4. An on-site visit by the writer of this renovation plan in March 1987, that included:
 - a. A review of materials relevant to AV services now and in the future prepared by departments.
 - b. Discussions with a broad spectrum of teaching faculty, administrators, and students.
 - c. Observations.

Factors having major impact on current thinking are:

1. The desire to retain AV services as part of the library—both in terms of physical location and program.
2. The advent of the new art center that includes some AV features.
3. The expressed hopes of departments and individual faculty to have an increased amount of equipment readily accessible in classroom buildings.
4. The preference by faculty for presenting AV programs in their classrooms rather than moving all classes to a central location for viewing/listening purposes.
5. The changing face of AV throughout the educational world brought about by video cassettes.
6. The stated appreciation of the faculty for services now offered by the AV staff. The faculty coupled their appreciation with their desire that the AV director be less tied to the mechanical and technical services and that he be enabled through the addition of a floating technician to the AV staff to be more involved in the design of instructional programs, the production of on-site programs (e.g., in-service training), and software, and work with individual faculty and students.

7. Technological developments in terms of specifics cannot all be foreseen at this time. The only assurance is that developments will occur with startling rapidity and many will have implications for the academic life of the school. A renovated AV facility must have the *flexibility* and *capacity to cope with technology*—both the known and the unknown.

GENERAL COMMENTS, SUGGESTIONS, AND RECOMMENDATIONS

1. The renovation design should minimize the possibility of vandalism and theft. Security for AV facilities, equipment, and software is a major concern in all schools. Space for the drivers' ed classes and debate must be provided *elsewhere*.
2. Preferably, none of the AV area will be on the school's master key system. At a minimum the two storage rooms, the production room(s), the audio recording booth and the TV control booth must not be on the master key system.
3. The decor of the renovated AV area should be so matched with that of the library that it is clearly identifiable as part of that facility—both physically and programmatically.
4. An appropriate and attractive signage system should be designed to identify special function areas and rooms.
5. Protective systems must be installed:
 - a. Fire and smoke detection systems should alert the fire department in case of an emergency.
 - b. Emergency lighting.
 - c. Water warning system.
 - d. Burglar alarm system should be considered.
 - e. A regular and deadbolt keying system on peripheral rooms (areas to be identified by AV staff.)
6. The facility should be on the master clock system and clocks should be installed in all public locations.
7. Bells should *not* ring in the AV area because of their interference with sound productions.
8. The air conditioning/heating system needs to be renovated or replaced; zone control is essential; *humidity control is of the utmost importance*. Mildew is a recurring problem.

[Note: a special type of AC/heating unit is needed that is totally quiet and will not interfere with the sound quality when videotaping.]

9. Noise control is *essential* (as more in-house productions involving sound are done).
10. Offices should be so located as to make use of natural light.
11. A thorough evaluation of the equipment inventory should be conducted; decentralization of equipment during the academic year should be considered, with responsibility for and control of equipment to remain with the centralized AV services.
12. Two satellite dishes and local antenna with motor are required. C band, Ku band, and normal antenna to be installed and fed into AV with option to feed out to campus.
13. All movable equipment such as AV carts, office chairs, etc., need carpet-type casters.
14. Delivery access to the building and within the building should be as easy as possible; e.g., necessity for hydraulic lift going to lower level of present AV area.
15. The main entrance to the AV area must include a small lobby to serve as a noise barrier.
16. The existing storage closet in the hall outside the current AV area should be retained.
17. Access to the water supply will be needed.
18. A cable system should be installed throughout the campus.
19. There should be at least one video unit (VCR, monitor, and cart) in every *other* classroom in the high school and middle school.
20. Please note that the technical wiring for the renovation needs to be planned by an expert. The wiring is not specifically addressed in this building program.
21. Increased use of equipment requires adequate and flexible electrical outlets and provision for future cabling, communications systems, and electronic delivery to the buildings on campus from AV. Space and raceways to allow use of electrical and electronic technologies for automated circulation system, computerized catalogs, and a possible security system should be provided.

22. It is requested that the architect and director of the physical plant determine the need for handicapped access in the AV area. The present stairway would preclude exit through the rear fire door.
23. One halon plus two regular fire extinguishers should be included for the upper and lower areas.
24. Provision for circuit surge and lightning protection should be explored.

35 square feet

AUDIO RECORDING BOOTH

ACTIVITIES: Sound recording.

RELATIONSHIP TO OTHER AREAS: Adjacent to TV control booth

EQUIPMENT:

Either ½", four-track quad, reel-to-reel/8-inch mixer prograde with digital capabilities

or

eight-track and four-track DAT cassette with editing and post mixing capabilities

Other equipment needed for specific recording

SPECIAL NEEDS:

Soundproofing (acoustical treatment of ceiling, walls, and floor)

Counter space

Storage cabinets under counter (with toe holes)

Electrical outlets above counter space

Good ventilation

Temperature control and humidity control (professional quality)

TECHNICAL: Consultants from Indiana University and from Technical Industries will work on this aspect (wiring to be included)

100 square feet

CARREL AREA

ACTIVITIES: Listening and viewing (including video); public access computer

RELATIONSHIP TO OTHER AREAS: Behind the circulation area; visible to AV director and staff assistant

EQUIPMENT:

Eight to ten carrels with capacity for viewing and listening

Eight to ten chairs

Computer with color monitor and graphics capability

SPECIAL NEEDS:

Electrical outlets and appropriate wiring for AV equipment and computers

Carrels must accommodate a wheelchair

Carrels should be large enough to hold a computer and printer

TECHNICAL: See note under "Technical" on p. 137.

300 square feet

CIRCULATION AREA

ACTIVITIES: Circulation—charging and discharging of hardware, software, and books; testing returned hardware; temporary housing of software awaiting shelving; public information via the card catalog and bulletin board; display space for new materials; reference work with the public

RELATIONSHIP TO OTHER AREAS: Near main entrance; adjacent to office of staff assistant; providing access to all AV areas

EQUIPMENT:

- Circulation desk (section with space for automated circulation system) and one adjustable chair
- Book truck; AV cart
- Card catalog (on-line and cabinet)
- Computer terminal and monitor, printer, cart, keyboard, hard-wired to other computers
- Telephone (key set) for use with telephone jack
- Bulletin board
- Two public access computer terminals and printers for on-line catalog
- Shelving for books with AV designation and for reserve materials
- One to two large tables with chairs for reference work
- Display shelving and case for new materials
- One lateral filing cabinet

SPECIAL NEEDS:

- Appropriate wiring and outlet for computers (to include hard wiring)—keeping in mind that the catalog will ultimately be on-line*
- Telephone jack (unless this is to be a public access telephone)
- Return area for hardware (equipment) attached to or adjoining the circulation desk; this should be a low counter similar to counters used for baggage at check-in stations in airline terminals
- Work counter with strip electrical outlets above for testing equipment (approximately 3-3½ feet high; 32 inches deep; 48-60 inches long)

TECHNICAL: See note under "Technical" on page 137.

*A staff decision needs to be made at this time as to the location of the future on-line catalog and the provision for its public use.

30 square feet

CLOSET

ACTIVITIES: Storage of supplies, coats, and coffee pot

RELATIONSHIP TO OTHER AREAS: Immaterial *unless* it needs to be near source of water supply

EQUIPMENT:

As needed

SPECIAL NEEDS:

Supply cupboards and shelves

Coat hooks

Good ventilation

Electrical outlet

Smoke detector

110 square feet
(55 per room)

INDIVIDUAL VIEWING/LISTENING ROOMS (2)

ACTIVITIES: Individual projects; makeup work; evaluation of small software (e.g., videos, filmstrips, filmloops, slides, audio-tapes, recordings, etc.)

RELATIONSHIP TO OTHER AREAS: Adjacent to each other; sufficiently visible for staff monitoring

EQUIPMENT:

Two chairs per room

SPECIAL NEEDS:

Counter workspace at seated level

Electrical strip outlets above counter

Running shelf above outlets to hold books and papers of users

Glass panel in doors for visual control; lateral blinds at glass panel to permit darkening of room

One wall with no shelf or glass panel to be used as a screen for projection of slides, filmstrips, etc., as needed

Soundproofing

Good ventilation

TECHNICAL: See note under "Technical" on page 137.

175 square feet

OFFICE (AV DIRECTOR)

ACTIVITIES: Administrative; consulting; meeting; working (including cataloging) functions; on-line database searching

RELATIONSHIP TO OTHER AREAS: Near or adjacent to (if the design permits) the production room

EQUIPMENT:

Desk and two office chairs—one for desk; one for work counter

One or two comfortable pull-up chairs

Telephone (key set)

Bookshelves (to fit under and to the left and right of glass window panel)

Computer terminal, monitor, modem, and printer

One four-drawer (lateral type) file cabinet

Bulletin board

One CD-ROM system

SPECIAL NEEDS:

Wiring and telephone lines to accommodate computer and modem (dedicated circuit); must be separate from light switch

Electrical outlets as designated by AV director

Cupboards as designated by AV director

Work counter for computer terminal, monitor, modem, and word processor

Wall facing into main area should have a thirty-inch solid wall topped by a glass panel for visual control purposes

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Lateral blinds or shutters

Coat rack or hook

TECHNICAL: See note under "Technical" on page 137.

175 square feet

OFFICE (STAFF ASSISTANT)

ACTIVITIES: Routine office and clerical procedures (including processing); visual control of circulation area; scheduling of equipment, software, and spaces; coping with the public

RELATIONSHIP TO OTHER AREAS: Adjacent to circulation area; near the entrance; provide high visibility to all entrants; adjacent to equipment storage; provide visual control of carrel area; access to bathroom

EQUIPMENT:

Desk and two office chairs; one for desk and one for work counter

One comfortable pull-up chair

Book shelves twelve to fourteen inches deep (Consult Staff Assistant for number of shelves needed to store catalogs and other printed materials essential to the operation of this office.)

Telephone (key set)

Typewriter (new)

Computer terminal and monitor, word processor and printer

Two four-drawer lateral filing cabinets

Bulletin board

One book truck

One CD-ROM system

Fax equipment

SPECIAL NEEDS:

Wall (thirty inches high) facing into circulation area and other public areas topped by glass panel

Door with a glass panel into circulation area

Sliding door with glass panel between office and equipment storage area; check security factors before implementing
Appropriate wiring and electrical outlets to accommodate computer and word processor; other electrical outlets as needed
Storage cabinets with sliding doors—below and/or above work counter; toe holes under the cabinets
Work counter for computer, word processor, and typewriter
Vertical window blinds
Coat rack or hook
Good ventilation

TECHNICAL: See note under "Technical" on page 137.

Option 1

750 square feet

PRODUCTION ROOM

ACTIVITIES: Instructional design; student/faculty special projects; housing of equipment and materials used in production work; desk area for future technical assistant; processing of resources (paper) for permanent collections (e.g., laminating, dry press mounting; sign making)

RELATIONSHIP TO OTHER AREAS: Adjacent to darkroom; near or adjacent to office of AV director

EQUIPMENT:

Desktop plain-paper copier
Light box
Editing equipment (TV)
Computer terminal, monitor, laser jet printer, and software driver
Typewriter to interface with computer
Computer graphics production system
AV cart (one or two)
Ten compact disc players
Twenty cassette recorder/players
One large paper cutter and one small paper cutter (new)*

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- Laminating equipment (new)*
- Dry mount press (new)*
- Visual maker (self-contained camera)
- 35-mm SLR camera, with autofocus and complete lens outfit
- Television monitor
- Video unit including camera, player, and recorder
- Projection screen (pulldown—one or two)
- Three-foot drawing board (tilt top) and office chair
- Book shelves (consult staff assistant)*
- Desk and office chair
- Comfortable pull-up chair
- Telephone (key set)
- Three or four stools for use at counters*
- Bulletin board*
- Tacking equipment
- Two four-drawer lateral files
- Desk/island for AV technician
- Desk chair
- Satellite downlink station

SPECIAL NEEDS:

- Stainless steel sink and running water
- Continuous 6-foot-long work counter (approximately 3½ feet high, 28–30 inches deep)
- Cabinets with sliding doors underneath work counter with toe holes*
- Cabinets above work counter leaving at least twenty-four inches between counter top and cabinets; doors*
- Work counter of appropriate height for laminating equipment and dry mount press*
- Electrical strip outlets above counters; other electrical outlets as needed*
- Lighting underneath upper cabinets*
- Flat shelf storage for mounting paper—at least twenty-eight by forty inches*
- Humidity and temperature control*
- Good ventilation*

Window blinds*

Appropriate wiring throughout

Telephones in each production room with appropriate wiring

Each room should have a wall with a three-foot solid wall topped by a glass panel for visual control purposes

TECHNICAL: See note under "Technical" on page 137.

Option 2

750 square feet

PRODUCTION ROOMS (TWO)

COMMENT: Option 2 would provide two work rooms:

1. 250 square feet for a mounting/laminating/sign-making area (public access)
2. 500 square feet for all other production activities (professional grade)

RELATIONSHIP TO OTHER AREAS: Production suite arrangement—production room, mounting room

*EQUIPMENT AND SPECIAL NEEDS: Items marked with an asterisk in Option 1 would need to be reallocated or duplicated for the smaller public access production room.

EQUIPMENT:

Computer with monitor and external modem for on-line database searching

CD-ROM system

Computer table with two chairs

Large table with four chairs

White board

Bulletin board

Wall-mounted screen

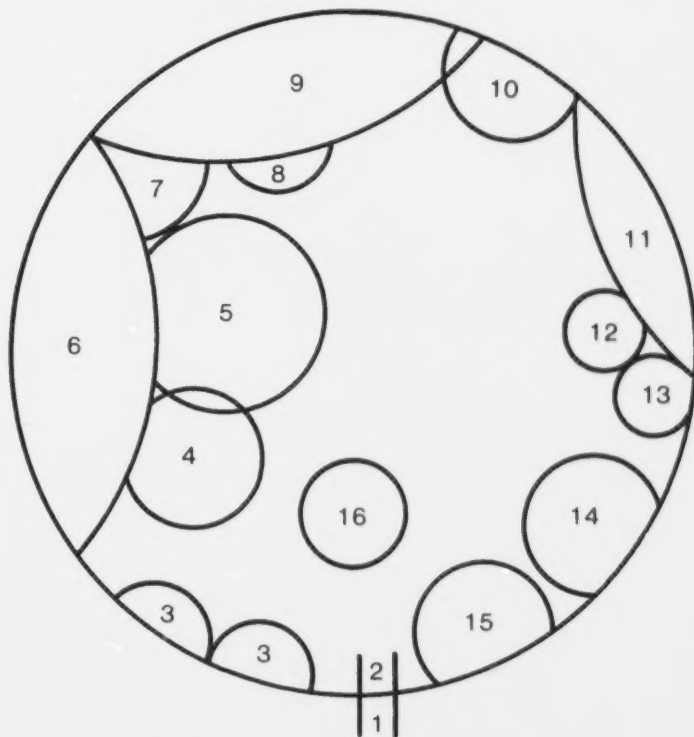
SPACE ALLOCATIONS

	Square Feet
Audio Recording Booth	35
Carrel Area	100
Circulation Area	300
Closet	30
Individual Viewing/Listening Rooms (2)	110
Office (AV Director)	175
Office (Staff Assistant)	150
Production Room (See Options 1 and 2)	750
Staff Bathroom	50
Storage Room (Equipment)	300
Storage Room (Software)	420
TV Control Booth	100
TV/Video Production Studio and Viewing Room(s)	750
Total	3,270

SPATIAL RELATIONSHIPS

Note: This is a spatial relationship chart—not a design

One main exit/entry; all others are to be equipped with panic bars and buzzers to alert staff to illegal use



1. Noise/weather barrier lobby
2. Entry
3. Individual viewing/listening rooms
4. Staff assistant's office
5. Equipment storage
6. Software storage
7. Staff bathroom
8. Coat closet

9. Production area
10. AV director's office
11. TV production and viewing
12. Audio recording booth
13. TV control booth
14. Conference & consulting room
15. Carrel area
16. Circulation

50 square feet

STAFF BATHROOM

RELATIONSHIP TO OTHER AREAS: Near source of water supply

EQUIPMENT:

- Sink (hot and cold water) with cabinet underneath
- Toilet
- Medicine cabinet and mirror
- Wall storage cabinet for personal items and paper supplies
- Toilet paper holder
- Paper towel dispenser
- Soap dispenser

SPECIAL NEEDS:

- Good ventilation (fan)
- Lockable door
- Window blinds (if there is a window)

300 square feet

STORAGE ROOM (EQUIPMENT)

ACTIVITIES: Storage of portable and circulating equipment; storage of AV carts; maintenance and minor repairs of all equipment; distribution of equipment

RELATIONSHIP TO OTHER AREAS: Adjacent to office of staff assistant; near circulation area; other end of room near AV director's office

EQUIPMENT:

- Shelving to accommodate inventory (width and amount of shelving to be determined by existing and projected inventory)
- Two stools for use at work island

SPECIAL NEEDS:

- Secure area
- Work island with electricity
- Storage cabinets with sliding doors under work island counter;
toe holes at the base
- Other storage cabinets if needed
- Open floor space for AV carts
- Tall storage cabinets for portable screens (size depends on inventory)
- Dutch door into main area
- Sliding door with glass panel between storage room and office
of staff assistant
- Electrical outlets if needed in areas other than work island
- Good ventilation
- No windows
- Additional storage for hardware should be provided in the closet
adjacent to elevator
- Focused lighting for work island
- Pegboard for walls as needed

TECHNICAL: See note under "Technical" on p. 137.

420 square feet

STORAGE ROOM (SOFTWARE)

ACTIVITIES: Storage and distribution of software; browsing

RELATIONSHIP TO OTHER AREAS: Adjacent to storage room
for equipment and to AV assistant's office

EQUIPMENT:

- Shelving (since the software is of varying sizes, the inventory—
present and projected—will determine the depth and amount
of shelving, e.g., film loops, slide/tapes, video cassettes,
films, etc.)

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Multimedia cabinets for slides, audio cassettes, and filmstrips storage (storage should be similar to Gaylord 200 or 300 series with lock-stacking design)

Compact disc storage (storage should be similar to Gaylord #15000)

Storage for disc recordings; this can be either bin or shelving—depending on size and nature of record collection. If it is a leisure listening, browsing collection, the bin is preferable. If it is purely an academically oriented collection, shelving is preferable.

Wall mounted picture/poster storage; flip type used in museum bookstores

Slide viewing and storage facility

SPECIAL NEEDS:

Secure area

One tall cupboard to accommodate roller, wall-type maps

Work counter with electrical strip outlets above; counter to be approximately three feet long and twenty-four inches deep.

Space will be used for cleaning, rewinding, and minor repairs of software.

Temperature and humidity control

Lighting focused over work counter

TECHNICAL: See note under "Technical" on p. 137.

100 square feet

TV CONTROL BOOTH

ACTIVITIES: Recording and sending

RELATIONSHIP TO OTHER AREAS: Adjacent to TV studio;
adjacent to audio recording booth

EQUIPMENT:

- Professional editing system
- Professional camera recording system (two or three cameras)
with EFP capabilities
- Pro Gen Lock/SEG/TBC/Duplication

SPECIAL NEEDS:

- Soundproofing (acoustical treatment of ceiling, walls, and floor)
- Special wiring
- Temperature control
- Good ventilation
- Connecting door between audio recording booth and TV control
booth (need for glass panel in door to be determined on-site)

TECHNICAL: See note under "Technical" on p. 137.

750 square feet

**TV/VIDEO PRODUCTION STUDIO
AND VIEWING ROOM(S)**

ACTIVITIES: TV/Video production

RELATIONSHIP TO OTHER AREAS: Adjacent to TV control booth and audio recording booth; accessible from circulation area; potential for maximum quiet (e.g., inside wall)

EQUIPMENT:

- Ten stackable chairs with arms
- Video carts that will hold monitors or projectors*
- Video cameras and tripods*
- Video lighting equipment*
- Pulldown screen(s)
- CRT projection system that is easily moved and set up

*Numbers and kinds to be determined in-house.

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SPECIAL NEEDS:

Maximum acoustical treatment and soundproofing. One option for walls is nonstatic carpeting from floor to ceiling to absorb sound and serve as background for productions. **MUST HAVE SUPER QUIET HEATING AND COOLING SYSTEM.**

Windows (if any) must be able to be darkened

*Lockable storage spaces for equipment (cards, cameras, tripods, lighting equipment, etc.)

Good ventilation; temperature control

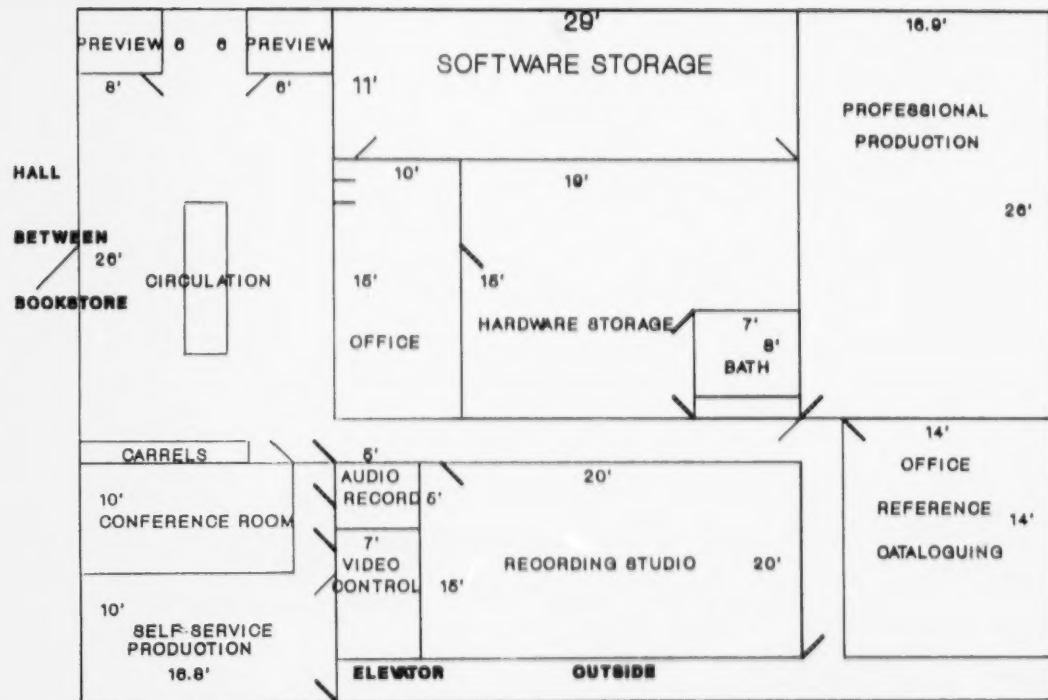
*Light controls (e.g., dimmers; proper lighting for studio production)

*Appropriate wiring and electrical outlets

Wiring troughs in floor

TECHNICAL: See note under "Technical" on p. 137.

*These numbers can be decided in-house.



PROPOSED RENOVATION FOR AV SERVICES
 NOTE: NOT DRAWN TO SCALE

EPISCOPAL HIGH SCHOOL—HOUSTON LIBRARY BUILDING PROGRAM

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PREPARED:
April, 1984

**EPISCOPAL HIGH SCHOOL—HOUSTON
LIBRARY BUILDING PROGRAM**

The library building program for Episcopal High School—Houston is designed to offer services each academic year to a projected maximum student population of 500 students and fifty-five faculty. The services are to be delivered by a cost-effective system making optimum use of professional, paraprofessional, clerical, volunteer, and student staff.

The library building should be designed for maximum supervision and control at all times by available personnel. The structure must be live-loading 150 pounds per square foot to permit relocation of stacks as usage demands. The building must be air conditioned, carpeted with static-resistant materials, acoustically treated in appropriate special function areas, and based—insofar as possible—on an open-space concept. Interior construction and furnishings should be of durable, easily maintained materials for maximum savings and minimal operation and maintenance costs.

The selected site is the ideal location in terms of centrality to the academic complex. Because we determined that the space currently allocated for the building is insufficient to accommodate the program, alternative design possibilities have to be considered at the site. Multilevel libraries with services spread among two or more floors are expensive to staff but the site does not lend itself to a one-level building of sufficient size. At the last meeting with the architect, we discussed the desirability of having an expanded second level that would accommodate the main library functions with peripheral functions located on the first floor. Such a design is preferable and this program has been prepared with that type of design in mind. Whatever the design, provision must be made for easy and inexpensive expansion in the future. Design of the building is to comply with federal and local building regulations, meet local fire and health standards, OSHA standards, and comply insofar as feasible with guidelines established by the American Association of School Librarians, a division of the American Library Association, and the Association for Educational Communications and Technology.

GENERAL CONSIDERATIONS

1. The building design should minimize the possibility of vandalism and theft.
2. Natural light should be used wherever possible; the windows must be positioned so that no direct sunlight hits the books or magazines. Ultraviolet light causes deterioration of paper.
3. Lighting shall conform to the latest standards for conservation of library resources. (Information provided the architect.)
4. Attractive signage is to be used to identify special function rooms and areas. Stack end signs will book classifications within each tier of stacks.
5. Fire and smoke detection systems should alert the fire department directly.
6. Air conditioning and heating systems should have filter and humidity control geared for maximum preservation of resources. Zone control *must* be possible. Windows must open to provide ventilation between heating and air conditioning seasons.
7. All movable equipment such as book trucks, AV carts, and office chairs need carpet-type casters.
8. A photocopier (coin-operated for students and key-operated for the library staff) is to be available in the library building. Location depends on the building design. Availability of photocopier for students lessens the possibility of such vandalism as removing pages and cutting out articles from periodicals.
9. Entrance to the building should be on the master key system; all other doors should be keyed alike at each level but not on the school master key system.
10. Janitor's closets should be at each level of the building and should provide ample storage and workspace. Each closet should have a slop sink.
11. Clocks in the library need to be synchronized with the school's master clock system.
12. The building must be wired to handle increasingly sophisticated electronic equipment.
13. A burglar alarm system should be considered.
14. An emergency lighting system is to be included at both levels.

MAIN LIBRARY LEVEL

PHASE: I
(except those
items with *)

BROWSING (Informal) AREAS

ACTIVITIES: Browsing, reading, listening, and displays.

RELATIONSHIP TO OTHER AREAS: Spread throughout the library, these areas should be attractive, comfortable, and inviting but conducive to quiet studying, reading, and individual listening. Proximity to current periodicals and newspapers, fiction, new book and special displays is desirable.

EQUIPMENT:

Comfortable single-type seating (no davenports) to accommodate thirty to thirty-five users

Lap boards to be used with a portion of the chairs*

Window seats (one or two) may be designed into the library facility. Electrical outlets should be along the back of the window seat to permit the use of cassette tape recorders and earphones available at the circulation desk (e.g., spoken word tapes). Storage space can be designed under the window seats.

Low tables with available electrical outlets to be placed between some of the chairs to provide additional listening areas

Freestanding racks and/or shelves for current periodicals and newspapers

Book display facilities

One flat, lockable museum-type display case.

One flat, lockable museum-type display case.*

Wall display areas for hangings, art, posters, etc., should be interspersed throughout the library and should be lighted with movable track lighting. Picture molding should be at the

top of these walls and the walls should be treated with sized fabric or carpeting so that displays may be changed without leaving dirty marks or holes on the walls.

PHASE: I
(except those
items with *)

PATRON ACCESS COMPUTER CATALOG

ACTIVITIES: Locating books and other resources

RELATIONSHIP TO OTHER AREAS: Convenient to users, library staff, and circulation area; should be visible to persons entering the library; should be convenient to staff who maintain it

EQUIPMENT:

Table (six by twelve) and four chairs; four computer terminals

Table (six by twelve) and four chairs; four computer terminals*

Table (six by twelve) and four chairs; four computer terminals to be added as Phase 3 if usage indicates the need.*

Three single carrels and three chairs; three computer terminals interspersed among bookstacks

Three single carrels and three chairs; three computer terminals interspersed among bookstacks*

One single carrel or table and chair; microfiche rotary stand for use with microfiche edition of the Houston Public Library card catalog.

SPECIAL NEEDS:

Appropriate wiring and outlets to accommodate the computer terminals

PHASE: I
400 square feet

CIRCULATION/INFORMATION AREA

ACTIVITIES: Circulating resources charged, discharged, and sorted for shelving; overdues identified and notices prepared; reserve resources prepared for limited circulation; housing for reserve resources; maintenance of circulation records; information services

RELATIONSHIP TO OTHER AREAS: Near entrance and library staff; location should enable staff at circulation desk to maintain visual control of major library areas

EQUIPMENT:

Counter-height charging desk—so designed as to provide the enclosed area with but one entry

Desk should have a minimum of five drawers for circulation cards and a lockable cash drawer

Depressible book truck return bin designed into circulation area

Adjustable chair

Space for two book trucks to hold returned books awaiting shelving

Shelving for 400 reserve books (three six-foot-high sections); phase II may require one additional section

Storage space for supplies associated with circulation functions

Computer terminal

SPECIAL NEEDS:

Appropriate wiring and outlet for computer terminal

Telephone jack

Space for security system mechanisms at present or some future date

PHASE: I
300 square feet

COMPUTER/CONFERENCE ROOM

ACTIVITIES: Computer searching of major database such as DI-
ALOG or SOURCE; teaching function (librarian instructing
students on database searching)

RELATIONSHIP TO OTHER AREAS: Adjacent to librarian's
office

EQUIPMENT:

- Counter-height workspace around two walls
- Four chairs for use at counter space
- Computer terminal
- File cabinet if needed

SPECIAL NEEDS:

- Solid walls to three feet; glass panels above
- Soundproofing
- Good ventilation
- Dedicated telephone line
- Dedicated electric plug for computer
- Strip electrical outlets above counter space

PHASE: I
300 square feet

CONFERENCE ROOMS
(two at 150 square feet each)

ACTIVITIES: Group study, committee projects, conferences

RELATIONSHIP TO OTHER AREAS: Should not be in areas
reserved for quiet study; adjacent to each other

EQUIPMENT:

- Counter workspace

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Three or four chairs

Electrical strip outlets (for typewriters, small AV equipment, etc.)

One wall to be used as a screen

CONFERENCE ROOM NO. 2

Table and chairs for four people

SPECIAL NEEDS:

Three-foot wall and glass panels above for control purposes

Soundproofing

Good ventilation

Chair rail in conference room no. 2

PHASE: I

200 square feet

LIBRARIAN'S OFFICE

ACTIVITIES: Administrative, consulting, and working functions

RELATIONSHIP TO OTHER AREAS: Easily accessible to all library users, the office should be near the entrance and so located that a full view of the circulation and catalog areas is possible; adjacent to computer/conference room.

EQUIPMENT:

Desk with attached typewriter arm; typewriter

Office chair

Shelving for 100 volumes

Minimum of two comfortable pull-up chairs

Three-drawer lateral file cabinet

SPECIAL NEEDS:

Solid wall to three feet; glass panels above walls facing into the library to provide visibility

Soundproofing

Computer terminal capacity

Telephone

Electrical outlets for typewriter, computer, etc.
Appropriate wiring capability to support computer

PHASE: I
200 square feet

ASSISTANT LIBRARIAN'S OFFICE

ACTIVITIES: Administrative, consulting, supervisory, and working functions

RELATIONSHIP TO OTHER AREAS: Easily accessible to all library users; adjacent to the library workroom and video control

EQUIPMENT:

Desk with attached typewriter arm or typewriter pull-out; typewriter
Office chair
Telephone
Computer terminal, monitor, printer

SPECIAL NEEDS:

Soundproofing
Electrical outlets for typewriter, computer, etc.
Appropriate wiring capability
Door opening into library workroom

PHASE: I
400 square feet

LIBRARY WORKROOM

ACTIVITIES: Ordering, receiving and processing of library resources; storage; preparation of displays; workspace for library staff, parent volunteers, and student assistants

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RELATIONSHIP TO OTHER AREAS: Adjacent to assistant librarian's office

EQUIPMENT:

- Book shelves for books in process
- Supply cabinets and cupboards
- Shelf list file
- Desk and office chair
- Typing table and chair
- Typewriter
- Three-drawer lateral file cabinet
- Two book trucks
- Work table; two to four chairs
- Three by six table; computer terminal, modem, and printer

SPECIAL NEEDS:

- Solid wall to three feet; glass panels above walls facing into the library and adjacent office to provide visibility and visual control
- Coat closet
- Storage closet
- Staff lavatory
- Sink and work counter
- Small refrigerator
- Telephone
- Electrical outlets
- Appropriate wiring, etc., for computer, modem, and printer
- Doors into office and main library
- Electric book lift operating between first floor and workroom *if elevator is not included in the building*

PHASE: I and II
200 + square feet

MICROFICHE AREA

ACTIVITIES: Reading, research, and storage

RELATIONSHIP TO OTHER AREAS: Since this collection will be primarily periodical and newspaper backfiles the functions are related to periodical backfiles (paper format) storage and periodical and newspaper indices. The location is to be considered as part of the physical layout issue.

EQUIPMENT:

Three microfiche readers (more may be needed as part of Phase II + or III)

Microfiche storage cabinets

Either three wet carrels or a shelf built along a wall to provide space for microfiche readers, three users and ample space for note taking by users

SPECIAL NEEDS:

Electrical outlets to accommodate three readers and expanded number of readers

PHASE II: Microfiche reader printer

PHASE: I
100 square feet

PAMPHLET, DOCUMENT, AND PICTURE FILES

ACTIVITIES: Storage and retrieval of pamphlets, documents, and pictures

RELATIONSHIP TO OTHER AREAS: Does not need prime space but should be visible and easily accessible

EQUIPMENT:

Four lateral file drawers

PHASE: I
Square feet: *

PERIODICALS

CURRENT PERIODICALS

ACTIVITIES: Reading and browsing.

RELATIONSHIP TO OTHER AREAS: Away from areas devoted to quiet study and research such as the reference area; near comfortable seating

EQUIPMENT:

Sufficient shelving to accommodate periodicals received through current subscriptions, approximately 125 titles.

PERIODICALS (BACKFILES)

The bulk of the periodical backfiles will be in microfiche format. The decision on the numbers of periodicals to be retained in paper format and the length of time retained is an in-house decision. Consult the librarian for this information, which may influence the type of periodical shelving chosen (e.g., some wall shelving has storage cupboards at the top for back issues). Or periodical shelving (slotted) may be incorporated as part of the bookstack area for backfiles.

PHASE: I
400 square feet

REFERENCE AREA

ACTIVITIES: Reference and research

RELATIONSHIP TO OTHER AREAS: Must have total visibility from the circulation/information area, the librarian's and assistant librarian's offices; close enough to staff for quick advisory services

*The square footage for these functions has been included as part of seating and stack allocations.

EQUIPMENT:

Counter-height double-faced shelving for 2,000 volumes;* ten- and twelve-inch widths

Dictionary stands

Atlas case (slide-out shelves)

Six study carrels with low sides

Study table to seat no more than four persons

Special computer workspace within or adjacent to the reference area:

Double-faced slope-topped table for use with oversized books to seat no more than four persons

Six-foot periodical index table to be in this area or close to microfiche readers and periodical backfiles

PHASE: I

SECURITY SYSTEM

CONSIDERATIONS: Libraries, including those in independent schools, are finding that security systems have become desirable and cost effective. The high cost of books and the rapidity with which they go out of print mandates that they be protected and secured insofar as possible. No security system is foolproof against real thieves; but although thieves are not the norm in our school library world, carelessness is.

SYSTEMS: Two major systems—Tattle Tape and Check Point—have proven to be the most effective systems. Let it be the librarian's choice.

LOCATION: At the entry and adjacent to circulation area.

WHY PHASE I?: It has an impact on the technical processing of books and determines the design of the entrance.

COST: Although the initial cost of a security system (\$10,000–\$20,000) may seem high, the money saved in terms of missing books and staff time spent trying to locate missing books offsets the initial cost in five to eight years.

*The bookstack capacity is included in the overall bookstack capacity.

PHASE: I
400 square feet

SEMINAR/ CLASSROOM

ACTIVITIES: Teaching purposes, group study, conferences, group activities

RELATIONSHIP TO OTHER AREAS: Accessible without necessitating traffic going through quiet study areas; adjacent to computer/conference room

EQUIPMENT:

Wedge-shaped tables to allow for flexibility of arrangement
Twenty-five chairs

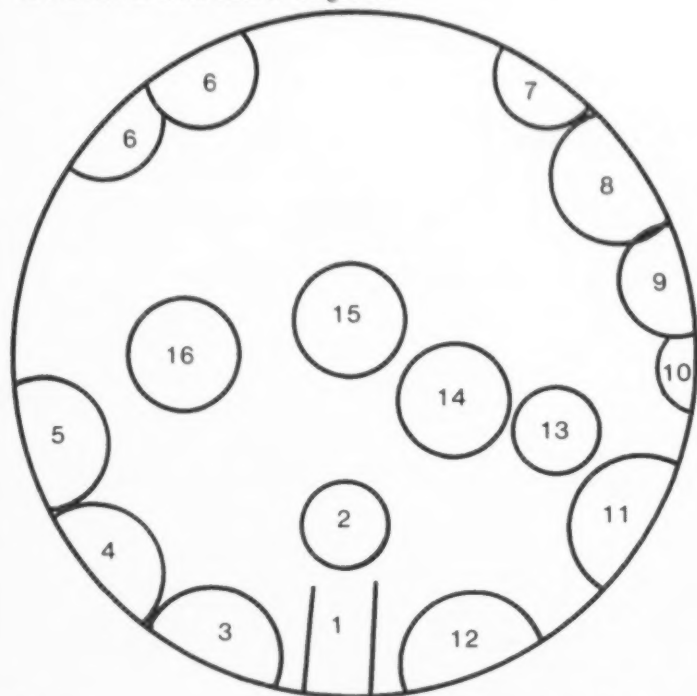
SPECIAL NEEDS:

Solid wall to three feet; glass panels above walls facing into library to provide visual control by staff
Soundproofing
Good ventilation
One wall capable of being used as a projection screen
Blinds for glass walls and curtains or blinds for windows to permit darkening for viewing purposes
Rheostat to control overhead lights
Shelving needs (if any) to be determined with the librarian

SPATIAL RELATIONSHIPS

Note: This is a spatial relationship chart—not a design

There is to be one main entrance/exit; all other exits are to be emergency exits only and are to be equipped with panic bars, bells or buzzers to alert staff to illegal use



1. Entry
2. Security gates
3. Librarian's office
4. Computer/Conference room
5. Seminar/Classroom
6. Small conference rooms
7. Video control

8. Assistant librarian's office
9. Library workroom
10. Storage
11. Expansion space for catalog
12. Circulation and reserve area
13. Houston Public Library catalog
14. Catalog
15. Reference
16. Microfiche

PHASE: I and II
2,666 square feet
plus space between stacks

STACK SPACE

ACTIVITIES: Shelving and retrieval of resources

RELATIONSHIP TO OTHER AREAS: Stacks so placed that staff supervision from many locations is possible

EQUIPMENT:

Shelving to accommodate 25,000 books at Phase I and 40,000 at Phase II. 65 percent of the shelving should be eight inches wide, 20 percent ten inches wide, 15 percent twelve inches wide. Aisles between stacks should be approximately forty inches.

Shelving should be freestanding and braced at the top.

If steel shelving is used, wooden end panels should be provided for each range of stacks. Blocks of stacks should not be longer than fifteen feet to permit ease of control.

Lighting should provide optimum light levels with minimum glare. Lighting should permit rearrangement of stacks when and as needed.

SPECIAL NEEDS:

The structure must be live-loading 150 pounds per square foot to permit relocation of stacks as usage dictates.

NOTE: Phase I will probably include storage of materials intended for ultimate location in the professional library.

Phase II will include shelving for oversize books.

PHASE: I
200 square feet

STORAGE AREA

ACTIVITIES: Storage for realia, art reproductions, posters, AV equipment to be used at this level and summer storage of video equipment

RELATIONSHIP TO OTHER AREAS: Adjacent to the work-room.

EQUIPMENT:

- Cupboards and cabinets
- Shelves for storage of art reproductions
- Bins for posters
- Thirty-inch long work counter
- One stool to be used at counter

SPECIAL NEEDS:

- Air control

PHASE: I and II
8,000 square feet

STUDENT SEATING

The generally accepted figure is provision for 40 percent of the student body. An ultimate student body of 500 would require seating for 200 students, at forty square feet per student.

60 percent—study carrels	120
15 percent—group study	30
8 percent—flat space	16
17 percent—comfortable seating	34

The percentages within the total number can be adapted to meet special needs.

PHASE: I, II & III
100 square feet*

VIDEO CONTROL AREA

ACTIVITIES: Recording and sending.

RELATIONSHIP TO OTHER AREAS: Adjacent to assistant librarian's office.

EQUIPMENT:

Phase I

Cable connection for local channel

Central receiver monitor that connects to a recorder (sending unit) that can be preprogrammed to come on at night

Portapak

Phase II

Two receiver monitors with recorders on specially designed video carts

Phase III

Portapak

SPECIAL NEEDS:

Cable connection

Soundproofing

Wiring

SPECIAL CLASSROOM NEEDS:

Wiring in every or selected classrooms for receiving purposes

PERIPHERAL SERVICES LEVEL

ACADEMIC DEAN'S OFFICE

The office of the academic dean needs to be adjacent to the faculty/professional library.

*Since this is part of the AV program, the space must be considered in relationship to the total program. Consult the librarian for program decisions.

PHASE: II
600 square feet

ARCHIVES

ACTIVITIES: Identifying, sorting, classifying, preserving, and storing the documents and records of the school; study and research on the history of the school

RELATIONSHIP TO OTHER AREAS: Since this is a special function area, open only with permission, its relationship to other areas is unimportant.

EQUIPMENT:

Shelving:

Book

Archival storage boxes—ranging from twelve to thirty-six inches

Lateral-drawer file cabinets

Table and two chairs

Typewriter, typewriter stand, and office chair

Computer terminal and monitor

SPECIAL NEEDS:

Humidification

Storage cabinet with doors for supplies

Storage cabinet with slide-out shelves (similar to those in atlas cases) to house large, flat items

Counter workspace

Lighting designed for the preservation of materials

Computer terminal capacity

Permanently locked door—not on master key system

Appropriate wiring and electrical outlets for computer

PHASE: II
300 square feet

AV PRODUCTION ROOM

ACTIVITIES: Production and preparation of AV materials by teachers and students

RELATIONSHIP TO OTHER AREAS: Adjacent or near faculty/professional library

EQUIPMENT:

Laminating equipment

Slide viewer

Light table

Other equipment to be determined, possibly including lithograph machine and slide/tape machine

SPECIAL NEEDS:

Appropriate storage based on equipment and needs as yet undetermined

PHASE: II
500 square feet*

AV STORAGE

ACTIVITIES: Storage of AV equipment and AV carts

RELATIONSHIP TO OTHER AREAS: Until the details of the AV program are finalized, the relationship to other areas cannot be determined.

If the group viewing/listening room is in the library, one storage room of 250 square feet should be adjacent to the viewing/listening room and one storage room of 250 square feet should be in the classroom area to provide easy access by teachers.*

*Space needs for an expanding inventory of equipment must be considered in the locations ultimately selected

If the group viewing/listening room is in the new classroom complex, the storage facilities need to be in that area.

EQUIPMENT:

- Shelving for 75-100 books/catalogs
- Supply cabinets (extra bulbs, tapes, etc.)
- Shelving for small AV equipment (e.g., carousel projectors)

PHASE: I
250 square feet*

ENTRANCE LOBBY

ACTIVITIES: Entering the library; coming to the viewing/lecture room; consulting the professional collection; borrowing AV equipment; conferring with the academic dean

RELATIONSHIP TO OTHER AREAS: If the building design is a two-level structure with the chief student services on the second level and peripheral services on the first level, the entrance lobby will provide access to several areas on two levels.

EQUIPMENT:

- Locked, lighted wall display units to house frequently changed exhibits of interest to students and faculty
- Book return drop (preferably a Mosler depository) built into the exterior of the library with the bin in the lobby; it is to be lockable so that it is not usable when the library is open. The return bin should be large enough to accommodate 75-100 books.
- Elevator

*If the entrance lobby is on the first floor and the library proper on the second floor, the size of the lobby may change to accommodate varying needs.

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SPECIAL NEEDS:

Doors should permit a library user with an armful of books to open them with a minimum of effort. The design must guarantee easy movement of library equipment and entry by wheelchair.

Note: The entrance lobby should be inviting and attractive. It must serve as a noise barrier and a temperature barrier.

PHASE: II
400 square feet

FACULTY/PROFESSIONAL LIBRARY

ACTIVITIES: Faculty reading and research

RELATIONSHIP TO OTHER AREAS: Adjacent to the office of the academic dean

EQUIPMENT:

Shelving

Periodical racks or shelving to accommodate twenty-five to thirty titles

Periodical backfile storage, two years per title

Storage for AV curricular software

Work table and four chairs

Minimum of two comfortable chairs

Capacity for computer terminal, word processor and printer

Typewriter; typewriter table and office chair

Telephone jack

SPECIAL NEEDS:

Door leading into office of academic dean

Door leading into corridor or lobby, depending on location

Appropriate wiring and electrical outlets for computer

Note: This is not a faculty lounge.

PHASE: I
450 square feet

REST ROOMS

RELATIONSHIP TO OTHER AREAS: This is going to depend on the design of the building. If the main library services are at the second level, the rest rooms should be in the entrance lobby in order that they may be available to other than library users.

EQUIPMENT:

- Electric wall hand dryers to eliminate need for paper towels
- Shelves near sinks where users can place books, etc.
- Hooks in stalls
- Floor drains
- Mirrors and makeup shelves located away from sinks in the ladies room
- Provisions for ladies room and mens room

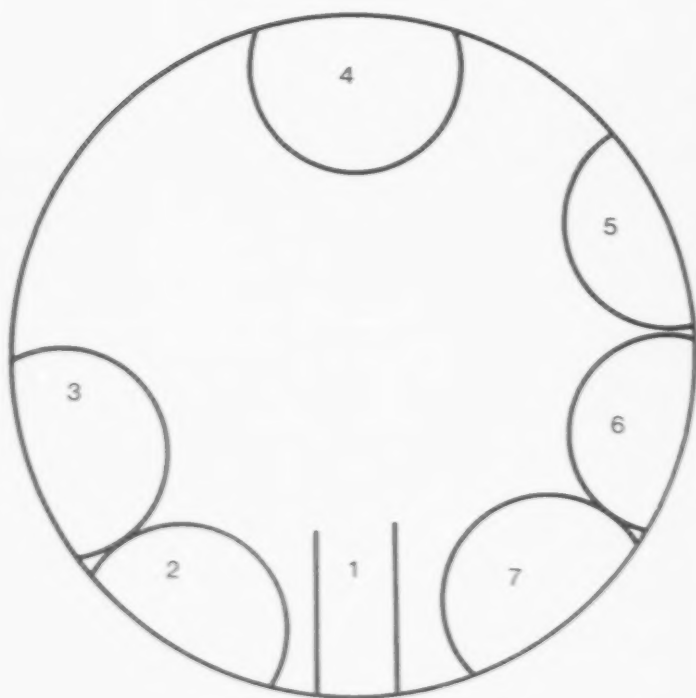
SPECIAL NEEDS:

- To discourage vandalism and graffiti in this area consider:
 - Bright lighting
 - Unbreakable mirrors
 - Built-in fixtures for soap, toilet tissue, trash, etc.
 - Rough-textured walls or black tile with white grout
 - Dark or figured booth walls

Note: If the academic dean's office and the professional library are on the first level of the library, you may want to consider one unisex faculty rest room.

SPATIAL RELATIONSHIPS

Note: This is a spatial relationship chart—not a design



1. Entrance lobby & elevator
2. Office of academic dean
3. Faculty/professional library
4. Archives

5. AV production
6. AV storage & maintenance
7. Viewing/listening room

PHASE: II
600 square feet

VIEWING/LECTURE ROOM

ACTIVITIES: Group viewing and listening; lecturers

RELATIONSHIP TO OTHER AREAS: Near AV storage—and depending on the design of the building—preferably near professional library and office of the academic dean.

EQUIPMENT:

Seating for fifty people; chairs with writing arms
Projection (preferably rear view) capabilities
Podium
Microphone

SPECIAL NEEDS:

Tiered arrangement for seating
Acoustical treatment
Soundproofing
Capability for being darkened if the room has windows
Electrical outlets

Phases 8, 9, and 10 Total Design Processes

When the building program has been reviewed and approved by the building committee, the committee recommends it to the decision maker/s for approval and acceptance. Once the program has been officially approved, the normal procedure is for the decision maker/s to authorize the architect to start translating the program into design. Only on extremely rare occasions are building programs for school library media centers not accepted; they are frequently revised after the building committee's first review if new elements worthy of inclusion have appeared or there is need for clarification. The architect and the developer of the program review the program together in detail in order that the architect understands not only the individual features of the program but also the logic behind each feature.

The challenges the building program brings to the architect are:

1. Translating the program into design
2. Designing the facility to physically fit the site
3. Integrating the facility into its environment—whether it is a freestanding building or a facility within a building
4. Delicately balancing function with aesthetics to create a user-friendly library media center
5. Designing with sufficient flexibility to be expandable when the need arises and sufficiently flexible before that time arrives to be adaptable to the accommodation of new technologies, as yet undeveloped, and changing needs.

The architect with a thorough understanding of the building program and its logical responses to expressed educational needs will express those logical responses through the design.

With the acceptance of the building program the responsibilities of the building committee lessen as the major responsibility shifts to the architect. As the design evolves, the architect will on many occasions need to consult with the building committee and the committee will react officially to each stage of the design process.

The design process is a fairly consistent one among all architects. As eager as the building committee is to see tangible evidence of progress in the form of actual plans, that is not to be at the first stage and committee members often find this frustrating. The normal design development process consists of three steps:

1. Schematic designs—usually in the form of diagrams or so-called bubble diagrams and occasionally in the form of models
2. Design development—interior spaces are worked out in detail and exteriors (if it is a freestanding building) are developed. At this stage floor plans are produced and artist's renderings of the exterior are forthcoming.
3. Working drawings—these are minutely detailed and all-inclusive construction documents

What do schematic drawings tell the building committee, the library media center staff, and the consultant? The developing philosophy of the architect about the facility and its relationship to its

environment becomes obvious. The spatial relationships of the internal spaces appear—either on a diagram, a bubble diagram, or in a model. The schematic designs are of special importance to the library media specialist and the library media center staff for they are the persons who will live and work in these spaces. This is the moment most library media specialists have dreamed of for most of their professional lives—the moment to see ahead an interior scheme that works!

The need for focusing sharp eyes on these schematic designs is of vital importance! Check the schematic design with the spatial relationship bubble in the building program. If spaces need to be rearranged, this is the time to do it. What do the users see first when they enter? Is the library media specialist's office strategically placed near the entrance so that a student has instant access to a human resource—either in the office or in the circulation/information area? How much visual control will the staff have from various points with this scheme? What will the traffic flow pattern be like? Will class groups have to move through quiet study areas to reach the group study spaces? Is the storytelling area sufficiently removed from quiet study areas to permit the storyteller to roar like a lion without disturbing students doing their work? Can staff members be working on essential bits and pieces of their work in the workroom and still see what is happening in the public areas? All these questions and many more the library media specialist and the staff must ask of themselves and of each other *now*. Once the architect progresses past this stage of the design process, changes become more expensive and sometimes harder to execute. Since the library media center staff has a vested interest in the design scheme they are the persons to first review the schematic designs. The approval of the designs as rendered or recommended changes should be discussed with the consultant before being transmitted to the building committee for consideration in their review. The building committee is responsible for indicating approval or making recommendations to the architect. If the changes are extensive the consultant and the library media specialist will want to meet with the architect for discussions of proposed changes and the reasons for them. The more thorough the understanding of the architect about the logic and the reasoning behind each recommendation,

the better the next version of the design will be. If the schematic designs need to be revised to reflect recommendations, the review process is repeated by the same persons with equally meticulous care. ALL DETAILS HAVE TO BE PERFECT AT EVERY STAGE OF THE DESIGN PROCESS BEFORE THE ARCHITECT MOVES ON TO THE NEXT STAGE. DO NOT TRANSMIT RECOMMENDATIONS FOR CHANGES VERBALLY AT ANY TIME NOR ACCEPT VERBAL AGREEMENTS THAT THE CHANGES WILL BE MADE. Written recommendations for changes are the would-be owners' insurance policy; written recommendations are also the architect's insurance policy. Verbal recommendations leave room for misinterpretation and attempts at future blame fixing. Unless a recommended change on the schematic designs is but one minor change and the consultant or the library media specialist sees the change made on the original, the designs should be redone. This is not being overly fussy but is playing it safe. The architect with whom one deals at the conference table is not necessarily the architect working on the design. Architects are as fallible as other people and can and sometimes do forget to report verbal recommendations to the working designer.

The next plans one sees will be the schematic designs translated into more detailed designs. Windows, doors, elevations if there are to be any, placement of electrical outlets, glass panels for control purposes, general placement of furniture, lighted wall display cases, and a myriad of other details appear on these plans. The review of these plans follows the same process as for the schematic designs but the questions the library media specialist and the library media center staff ask each other are quite different from those they asked at the earlier review sessions.

At this point one reviews the library media center program as well as the building program. Every function indicated in the library media center program as well as all projected functions and services have to be accommodated and this is the chance to make sure that provision for them is on the plans. Are the electrical outlets where they are needed—now and in the future? If the catalog is not yet on-line but a target date has been established, are the outlets for the terminals properly located? And for microform equipment, database searching, periodical indexes, and for

all the other equipment and services? Is the dedicated telephone line for database searching located in the correct place? Are ultraviolet rays from the sun going to pour onto resources or persons trying to study? Is the exit door required by law in addition to the main entrance/exit alarmed? Are there so many doors leading from the library media specialist's office (a common design hazard) that no wall space for shelving exists? Can large equipment move easily in and out the main doors? Can wheelchairs be accommodated through the main entrance? Where is the return book bin that accommodates the external book drop? Does the staff have visual control of the stacks as well as the study areas? Are the glass panels in the wall at the correct height? Pity the poor library media specialist who inherited a recently completed facility with the glass panels, placed in the office to provide visual control, set at the wrong height so she had to get up from her desk every time she wanted to check on the public areas! *No detail is so small that it should not be checked!* Disregard for details at this design stage is what causes most of the minor inconveniences that library media specialists have to live with on a daily basis. The big problems are usually so obvious that they can be spotted instantly on the plans but the little details that nag and frustrate forever can easily escape the attention of the less wary. The consultant checks the plans with the same care and attention to the smallest details with which the staff checks. After the consultant and the staff have agreed on necessary changes, the building committee reviews the plans and the recommended changes. Never hesitate to ask for the design to be redrawn to reflect recommended changes. One of the responsibilities of the building committee is to make sure the school will get the best library media center possible and it should not accept a design until it is perfect. Three or four sets of plans are not unusual but the school that asked for twenty-nine sets before it found an acceptable one was guilty of disorganization, had no established process, and did not remotely understand the fine art of communication. Each set of plans is reviewed with punctilious attention. Otherwise, library media specialists, the mistakes in the facility you will hate living with will be your own mistakes!

What about the cost of the projected facility? The architect has been keeping the decision makers abreast of projected costs. If the

budget is being exceeded the architect will have warned the building committee and the consultant and together they will have worked out compromises. The decision makers upon recommendation for acceptance of the plans from the building committee will authorize the development of the working drawings.

Changes in the plans become increasingly expensive once the design process reaches the working drawings stage, even more expensive after the plans go out for bids, and almost prohibitively expensive after construction starts. Little room exists for second thoughts at this point without endangering the budget.

The working drawings are the last stage of the design process. Just as the building program was the reference document for the architect, the working drawings are the reference documents for the bidding process by construction firms, if the contract is awarded on the basis of bids, and for the builders. These are highly technical plans that include all specifications for construction, including wiring, mechanical, and electrical systems. For the novice, these plans may be virtually impossible to understand, but it is essential they be reviewed for accuracy by someone representing the school. If the expertise is not available from either a member of the building committee or the consultant, the building committee should ask the decision maker/s if such a person is available among school personnel. The school presumably has an existing mechanism for reviewing working drawings for all the school's building projects. If the school has neither an existing mechanism nor a qualified person within the system, the building committee should ask that a consultant be hired to review and check the accuracy of the working drawings on behalf of the school. Once the working drawings are accepted by the decision maker/s on behalf of the school, the design process is at an end.

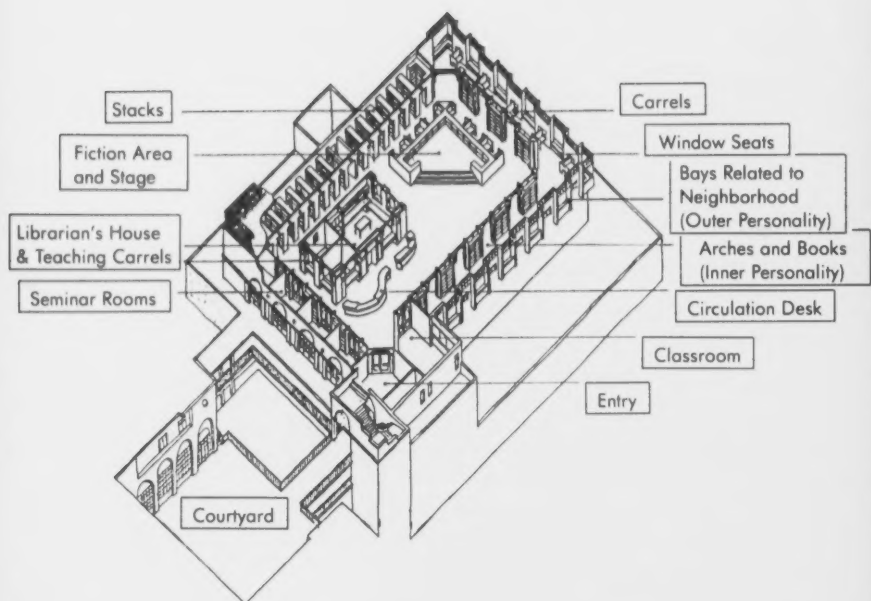
The architect or the architectural firm provides the school with more than design services. Plans must be in compliance with local, state, federal, and OSHA regulations. Either the architect or another representative from the firm assists the school or acts in its behalf in filing the required documents and forms with the appropriate agencies or seeking variances as needed. They also assist with preparing construction documents and forms for the bidding process or the negotiated bid. Keeping the school constantly ap-

prised of estimated costs began with the submission of the schematic drawings and continues until such time as the construction contract is awarded. The documents and forms may go out immediately for bids or negotiations, or may be held until the financing is secured.

Building committees, library media specialists, library media center staff members, and consultants involved in the planning process view the acceptance of the working drawings as the watershed of the planning process. All moments of anxiety are not past but of the three guiding principles, only one needs to continue being repeated as a daily catechism. **CONSTANT, CONSISTENT, AND OPEN COMMUNICATION AMONG ALL PERSONS INVOLVED** must continue but the groups of persons involved will expand.

Tangible evidence of progress through the completed phases of the planning process exists in the form of design, working drawings, and the rationale of the architect. Not all architects are articulate in expressing the philosophy and rationale that guided them in the design process or the integration of the facility into its environment. All architects should be urged to make such public declarations, which complete an otherwise incomplete planning cycle. A sample of such a statement may be seen on the following page.

SAN FRANCISCO UNIVERSITY HIGH SCHOOL LIBRARY



The library was conceived as a place for "housing" ideas within a highly functional architectural plan.

A central staff area, surrounded by circulation desk and teaching stations, lies at its heart. The librarian is placed in a position of immediate welcome, ready accessibility, and easy supervision. A variety

of study areas include inner and outer rings of carrels, a casual yet quiet raised fiction area also serving as a stage for evening gatherings, a teaching classroom, and three small seminar rooms for group work or totally silent study. The library design combines an inner personality of arches related to its adjoining Mission-style courtyard with an outer personality of bay windows blending with the residential character of its neighborhood. Its 7,800 square feet hold a collection of 20,000 volumes, serving a student body of 350.

Natural light streams through bay windows, filters between bookcases, and illuminates the study space within the innermost parts of the library. Carrels with individual task lights placed next to operable windows allow the high school students to affect the quality of light, air, and heat in which they work. Custom-designed, yet economical, tables and carrels with decorative cut-outs recall the pattern of the clerestory windows above. Window seats, upholstered in padded carpeting, encourage recreational reading in addition to disciplined study. Chairs are reminiscent of traditionally spoked library seating. Their curved shape relates strongly to the interior ornamental arches.

Student, faculty, and parent committees participated in the design process. Their diverse expectations about what a library could and should be formed the basis for the vitality of the final design.

V.

From Design to Construction

Phase 11

Selection of Contractor and Negotiations

Eager as the persons most involved in the planning process are to see and touch the completed facility, the time lapse between the school's acceptance of the working drawings and the awarding of the contract may be great. Schools need the assurance that the money for the project is forthcoming, either from the public or private sector, before construction negotiations begin. If a needed public vote has not yet occurred, contract negotiations must await that vote. It is unlikely that many schools will have waited this long for the wishes of the taxpayers to be expressed at the polls. Unfortunately the time for public votes on bonding or other financial issues is so rigidly decreed by local or state laws in some areas that the school must await the day or date as stipulated by external agencies for the taxpayers to be heard. In this age of constantly rising costs a lengthy waiting period between the acceptance of the working drawings and the awarding of the construction contract usually means a marked increase in costs.

Neither the building committee nor the consultant need concern themselves, beyond being intensely interested spectators, with the selection of the contractor or the contractor negotiations. A representative empowered to act on behalf of the school and the architect handles these phases of the process. Their recommendations go to the appropriate decision maker/s for approval or disapproval. The method for selecting a contractor in the public school sector is usually mandated by the state or the local system or district. Schools in the private sector can make their choice between

letting the contract out for public bids or having a negotiated contract. A negotiated contract is preferable if one has a choice. Those schools that almost routinely use negotiated contracts do so because they have found a contractor whose work is superior, who gives realistic cost estimates and calendar projections, who honors commitments, and works well with school personnel. Predictably, negotiated contracts come in at higher figures than submitted bids because all possible contingencies are covered and the total estimate will not be exceeded. If the actual costs are less than the estimated costs, the money is returned to the school. Unfortunate is the school that is located in a district, system, or state where the law or regulations mandate accepting the lowest bid. The lowest bid does not by virtue of being lowest guarantee shoddy work by any means but neither does it guarantee the best work available. Cheapest is not necessarily synonymous with best! Planners always hope that the contract and subcontracts include timetables and penalty clauses.

If the contract goes out for competitive bids one can only wait impatiently for the bids to be opened on a specified date, reviewed, and the contract awarded. The architect who has steered the school personnel through the maze leading to the selection of a contractor works with the school and the contractor throughout the construction phase. The architect interprets the contract documents for the contractor but bears no responsibility for the actual construction. If supplementary drawings are needed, the architect prepares them and also has rights of approval for shop drawings, millwork, and sample materials to make sure they are consistent with the design and the contract documents. If change orders are necessary the architect prepares those on behalf of the school. The architect is the representative of both the school and the contractor. The contract documents usually specify that certificates for payment, including the final certificate, are issued to the school by the architect rather than by the contractor.

Phase 12

Planning for Alternative Services

If the facility is to be a renovation or an expansion the planning process will have proceeded along the same paths but the library

media specialist and the staff will have to do some radically different planning before the construction phase begins. If the construction is to start and finish during the school's long summer holiday, the planning will be quite different than if it is to take place during term time or extend into a term time following the summer months. Completion of a renovation, if it is carefully scheduled, can usually be fitted into the long summer holiday. The nature and extent of the renovation will determine whether or not all resources, equipment, and furniture will need to be removed and stored or only a portion of them. With some renovations, everything can be left and sealed in plastic. An expansion that consists only of adding existing, adjoining spaces can sometimes be completed during the summer unless the expansion of the library media center depends on the completion of new construction to permit the relocation of the functions currently in those spaces. An expansion that involves new construction can seldom be completed during the less than three months the school is closed.

The questions of how and where to operate a library media center during the regular school year while construction whirls around the center pose real challenges to the ingenuity of the school and the library media specialist. Students and teachers are normally willing to forgo using the resources and services for a period as brief as two weeks but if construction is to continue for a longer period an alternative to closing the library media center simply has to be found.

Taking it one step at a time, run through all the scenarios of the different degrees of disruption either renovation or expansion might cause. What are the options? Since none of them is apt to be very appealing, the best one can hope to do is find one that is workable—or putting it in a less positive light, find one that is workable and less objectionable than the rest of the options.

The best hope, of course, is that the renovation will be completely accomplished between the last day of school in June and the first day of school in September and that everything can be sealed in plastic and left in the library media center. To make the dream even better, time would even permit having everything in place and ready for the grand opening on the first day of school. This dream is not impossible and could happen, but probably will not!

What will be the plan of action if the work will be completed during the summer months but everything has to be removed and stored elsewhere? Are there large spaces within the school or on the campus that are unused during the summer months and would be environmentally sound for storage of resources? Dining rooms, cafeterias, gymnasiums, or auditoriums can provide the correct amount of space but cannot always provide the appropriate environmental controls. If space is not available on campus is there a nearby school that can provide the space? Are there professional storage facilities available locally? Can an air-conditioned moving van trailer be rented or leased and moved onto campus or school property?

If the facility improvement program is an expansion that involves new construction, the likelihood is that storage facilities and finding a location where the library media center can operate on a limited but acceptable level will be the scenario to follow. What are the minimum resources needed to operate? Where can the operation be located? Schools seldom have empty spaces for use during the school year but there just might be an empty classroom or some other empty space that could serve as a temporary library media center. If the garage that houses the buses is offered, refuse it! One library media center accepted such an offer and the consequences were too dire to think about. Lack of air conditioning combined with unbearable humidity left books and furniture mildewed; lack of sufficient heating during the winter months found the staff helping users borrow mildewed resources as staff and users were garbed in heavy coats, boots, and mittens. The only saving grace to this dreadful solution was that the microforms and the readers and reader printer had been sheltered by a library media center in a nearby school and the computer terminals were housed in the school's computer center. If the construction is scheduled to be finished by the end of October is there a remote possibility that the athletic program could be scheduled for outdoors for two months, thus releasing the gymnasium to serve as temporary shelter for the library media center's reduced program? If no space within the school or on campus is available the best solution may be leasing an unfurnished mobile unit, locating it as close to the classroom areas as possible, and operating from there. Such a solution offers, at a minimum, acceptable space for a limited program that will

house some bookstacks, current periodical carousels, a limited number of tables, carrels, and chairs; and a staff work station. Do not make a choice until *all* options have been explored. Prepare for the worst and hope for the best!

Phase 13

Selection of Equipment; Ordering or Inviting Bids

This phase may well be the most fun part of the entire planning process. Lots of library media specialists probably enjoy shopping and this is the perfect opportunity to go on a highly visible spree with no need for regrets. Because of the length of the time lapse between orders and deliveries, equipment and furniture should be selected and ordered or sent out for bids as soon as a construction timetable is projected and approximate delivery dates can be given to the vendors.

Determining the needs is a relatively uncomplicated process because equipment and furniture have been identified for each area within the building program. Probably there are as many methods for compiling lists of equipment needs as there are library media specialists, but those who have well-prepared building programs have a natural starting point. Many state and district guidelines include equipment checklists and these are very useful aids in the absence of a building program.

In addition to identifying new equipment and furniture one needs to ascertain which, if any, pieces from the present facility will be reused. Can any of these be matched? Which items need to be repaired, refinished, or reupholstered? How will this be accomplished and from what budget will payment come? Does the equipment, furniture, and furnishings budget for the improved facility include refurbishing as well as new items?

The resulting needs list will be broken down into library equipment and furniture as separate from furnishings appropriately supplied as part of the interior decoration contract.

Did the architect's contract include furniture and equipment or only the design? As with most issues, including it in the architect's contract has pros and cons. The biggest element of danger in including it is that the architectural firm will use its own designer to

EQUIPMENT AND FURNITURE CHART

AREA NEEDS	REUSABLE ITEMS	REFURBISHING NEEDS	NEW
SEMINAR/CLASSROOM			
9 trapezoid tables	0	0	9 trapezoid tables
25 chairs	0	0	25 chairs
pulldown screen	1 pulldown screen	0	0
horizontal louvered blinds	0	0	horizontal louvered blinds
curtains	0	0	curtains
BROWSING AREA			
9 comfortable chairs	5 chairs	5 chairs	4 comfortable chairs
REFERENCE AREA			
9 counter-height stacks	all 9 stacks	0	0
10 study carrels	5 study carrels	0	5 study carrels
2 dictionary stands	2 dictionary stands	0	0
3 atlas cases	1 atlas case	0	2 atlas cases
10 chairs	5 chairs	0	5 chairs

custom design very handsome library furniture. The design may never have been field tested in a library or library media center but may have gone directly from the drawing board to the manufacturer with durability, comfort, and compatibility of design with function being unknown quantities. Another danger is that it will be unable to be matched when replacements or additions are needed. The firm may have no record in ten years of the name of the designer, the manufacturer may have gone out of business, or the furniture may have become prohibitively expensive. The aesthetically pleasing appearance of the rooms when the facility was first completed dissipates quickly when very plebeian appearing furniture becomes part of the mixed and unmatched landscape. Equipment such as stacks should always come from reputable, well-established firms. Stacks are not an item for innovative designs! They have but one function and that function needs to be served well by the tested and accepted versions of stacks. The decision to include or not to include the equipment and furniture

in the architect's contract should also depend on the reputation of the designer at the architect's firm. Check with former clients just as carefully as the former clients of the architect and engineers were checked.

Time was when most of the furniture coming from traditional library furniture companies had a monotonous sameness but that day is long gone. Each of the well-known firms has several lines in different price ranges with traditional designs and some splendid innovative designs. One advantage of dealing with established library furniture firms is that their products have been carefully researched from a library point of view and field tested. The reputable firms guarantee that their products can be matched for a specific number of years. It is not uncommon for a library media center to be able to match furniture for a period of two decades. Another advantage is that the wood finishes are available in all price ranges. For instance, one can buy the top price range carrels and middle price range chairs and have them blend well.

The advent of automated systems in library media centers demands new versions of some of the traditional library furniture. Carrels, once included in library media centers to provide visual privacy, now need to provide acoustical privacy as well. Sound-absorbing materials provide a high degree of sound control in the new versions of carrels and student work stations.

A long-time bugaboo has been the absence of a newspaper storage system that provides both storage and neatness. Think of all those embarrassing moments when one has seen guests look with horror at the bottom shelves of stacks where the newspapers were in total disarray, despite the fact that they were arranged in chronological order and neatly stacked as recently as the beginning of the class day. Future embarrassments of this nature can be avoided by using oblique files. Such files, available to match the selected book shelving, eliminate the newspaper mess forever.

Library media center facilities should project more than one image and the desired images are defined by design and by furniture. To provide a relaxing, inviting, comfortable area for reading and browsing is a much sought-after goal. Before selecting furniture for this area one should decide what degree of comfort one wants to provide. Too much comfortable furniture in one area is

apt to project the image of a lounge and this is to be avoided unless one is very sure that this is the desired image. Any kind of seating for more than one person invites conversation. Resist the tempting vision of an area with attractive sofas and loveseats! Comfortable chairs scattered throughout are just as inviting as clustered chairs and encourage reading and browsing more readily than they encourage socializing.

Special collections that must remain as segregated collections may present security as well as housing problems. If lighted, lockable cases with glass doors are selected to house collections containing rare books or manuscripts, be aware of the conservation or preservation problems that may arise. If the lighting is fluorescent, protective sleeves to cut the ultraviolet rays should cover the tubes or bulbs; temperature and humidity indicators should be placed in the cases if the cases do not come equipped with them.

Chair selection is never easy! Balancing comfort, durability, appearance, and price can be a frustrating juggling act. Have three or four samples placed in the library media center for one or two weeks and encourage students and faculty to record their preferences. If the chairs have upholstered seats or backs, select a fabric that breathes and is easy to replace. Vinyl is the least satisfactory of the pseudoleather materials. Consider the ease with which the chairs can be reupholstered when the need arises—whatever the fabric.

Where will the children sit during story hours and read-aloud sessions? Story pits have long been popular but may not necessarily be the most attractive option. A story pit designed to be truly comfortable requires more floor space than many library media centers can or should afford. Most familiar are story pits with risers that are too short and seats that are too narrow! Some designers of story pits seemingly forget that children come equipped with non-detachable feet and legs that have to rest somewhere and in some degree of comfort—even during story hours. Even when they are well designed, story pits present physical hazards to the unwary. One school that took great pride in its "Grandmother's Day Program" is still reeling from the emotional and financial impact of one grandmother's fall into the pit on that glorious day of celebration. If a well designed story pit that includes adequate back sup-

port and plenty of space for the entire child is the choice of the planners, recommend that it be made so obvious that it presents no physical hazards. Floor pillows are in vogue but they become uncomfortable after a surprisingly short period of time. Backs of little people become just as tired without support as do the backs of big people! Wiggling listeners destroy the pleasure of the story hour or read-aloud sessions. Stacking chairs such as Back Jack chairs provide flexibility, back support, and comfort and are an attractive and space saving alternative to story pits.

An attractive option to a story pit or floor seating is a carpeted, tiered arrangement—actually a story pit in reverse but consuming less floor space. If the corner of a room is used for a tiered arrangement it can double as an attractive browsing and reading corner. An enclosed tiered arrangement can serve triple functions—story telling and read-aloud sessions, individual and relaxed reading and browsing, and AV presentations.

Yet another option to a story pit is a story loft—either fixed or free-floating above the main area. Lofts add visual interest to the architectural design but may be more attractive to planners as browsing/reading/looking/listening areas than as a story pit replacement. Access for the handicapped, if the loft can only be reached by stairs, is a problem.

All movable furniture and equipment ordered should have devices on the bottoms to guarantee ease of movement on carpet—casters on the book trucks and slides on the bottom of chair and table legs. Ask about this; never assume anything!

Children in the early grades especially love nooks and crannies that afford privacy. Such areas can be created with interesting configurations of furniture, stacks, modular boxes or cubes, displays, and browsers. Lofts afford delightful nook and cranny opportunities so beloved by young readers. Tiny houses, castles and other structures are guaranteed lures. Suitable for one or two very young library media center users, these structures offer privacy plus the sheer delight that comes from having gained access to such spots.

A typical moment of panic in the planning process occurs when one starts wondering and worrying about the arrangement of furniture and equipment. Will it fit? Are there enough stacks for books? For periodicals? For all the necessities and hopefully a few

luxuries? One of the best sources of help available to soothe the library media specialist's panic as well as guarantee an appropriate layout is from the library furniture vendors. One of the services many of them provide is a unique expertise in preparing furniture specifications and equipment layouts. Rather than struggle alone or with the aid of well-meaning but inexperienced persons, one should take advantage of this free but expert help that is usually backed by the services of an interior designer at the company's headquarters. Turn to them first, not last. Some companies supply layout kits and these are helpful for preliminary on-site planning but do not replace the expertise from their personnel. Determine exactly what services are available from a traditional vendor before making a final selection.

Visit area libraries and library media centers to look at furniture and equipment. Sit at the tables and carrels to determine the measure of comfort provided. Ask pointed questions about durability, life expectancy of upholstery fabrics, quality of the wood or veneer, general satisfaction on the parts of the users and the staff, ability to be matched when necessary, and all other questions that come to mind. Learn from the mistakes of others! One college for men completed a marvelously designed library facility during a summer vacation. When the library opened for use in the fall semester students over six feet tall discovered they could not get their knees under any carrels or tables. Ordering furniture suitable for the size of the users does not escape most facility planners but when it does escape their careful attention, general havoc and a rather large and unanticipated expense result.

Attend as many conferences as possible that include outstanding exhibits. The annual American Library Association conference is one such conference that provides facility planners with many opportunities to talk with representatives from a broad range of vendors as well as an overview of what is available. Search the professional journals for recent articles focusing on furniture and equipment; become an avid reader of *Library Trends*; collect catalogs from many sources; participate in pertinent workshops and seminars.

ADDRESSES OF A SELECTED LIST OF QUALITY COMPANIES

CREATIVE MANUFACTURING CORPORATION*

N331 HWY 26, Fort Atkinson, Wis. 53538

DANISH LIBRARY DESIGN BUREAU, INC.

1412 North Belt No. 120, Houston, Tex. 77032

DEMCO, INC.

2120 Fordem Ave., P.O. Box 7488, Madison, Wis. 53707

GAYLORD BROS.*

Box 4901, Syracuse, N.Y. 13221-4901

GRESKO, LTD.*

2702 International Lane, Box 7444, Madison, Wis. 53707

LIBRARY BUREAU*

801 Park Ave., Herkimer, N.Y., 13350

MILLER, HERMAN, INC.

8500 Byron Rd., Zeeland, Mich. 49464

MOHAWK MIDLAND MANUFACTURING*

7733 Gross Point Rd., Box 226, Skokie, Ill. 60076-0226

MOSER, THOMAS, CABINETMAKERS*

415 Cumberland Ave., Portland, Maine 04101

SPACESAVER CORPORATION*

1450 Janesville Ave., Fort Atkinson, Wis. 53538

WORDEN

199 East 17th St., Box 915C, Holland, Mich. 49423

The architect may or may not choose to be present at preliminary meetings on-site with the representatives from selected library furniture and equipment companies but the presence of the architect is helpful in interpreting the design and the philosophy behind the design.

Established school guidelines govern the negotiations from this

*In preparing this address list, the above vendors were contacted directly and asked if their services included layouts for school library media centers or school libraries. Those marked * replied in the affirmative; the remainder did not reply.

point forward. If obtaining bids is not necessary, negotiations can continue by asking one or more preferred companies to design a layout for the designated furniture and equipment needs and present a cost estimate. Occasionally the choice is so obvious that one prefers to deal with only one representative. If bids are mandated by school policy, the same request should be made from only those representatives whose products one is willing to accept.

Mutual understanding of exactly what is expected from the representatives at a confirmed date is essential. Reviewing layouts and bids or estimates is far more time consuming than one expects, for this is the area where compromises frequently have to be made in order to stay within the budget. Since delivery of furniture and equipment is never speedy, negotiations need to be completed and orders placed as early as possible. Rare indeed is the facility that opens with all furniture and equipment in place.

Within this same planning phase, selections of any projected new on-line information services or utilities should be determined and negotiated. NEVER select on hearsay alone! What is appropriate for one library media center may be totally inappropriate for another. READ! GO TO SPECIALIZED CONFERENCES! GO TO GENERAL CONFERENCES! VISIT AND LOOK! WELCOME INSTALLATIONS ON A DEMONSTRATION BASIS! TOUR WITH SELECTED STUDENTS TO VIEW AND TRY OUT VARIOUS SYSTEMS! Choosing the system that best fits the needs of the users is almost as scary as planning the facility into which the system will be incorporated. If it is any less scary it is only because an erroneous choice can be replaced in due course of time.

What are the plans for the public access catalog? Where does one start the search process that leads to a final selection? The system that works so well for the library media center down the street may or may not meet the needs of any other center. How much financing is available for start-up and ongoing maintenance? Is there a local consortium that could or should be joined? How sophisticated should the system be? Should the system stand alone, serving only the in-house users, or should it have the capacity to network with other systems?

Is a facsimile machine (fax) being considered? If so, *The Book*

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of Fax, by Daniel Fishman and Eliot King, published in 1988 by Ventana Press, may prove helpful.

With established priorities, identified needs, and goals for fulfilling those needs in hand, start the search. It is a confusing electronic world in which to do a walkabout without them! Remember to talk with dissatisfied library media specialists as well as satisfied ones.

The following listing of electronic sources and tools will provide a starting point for searching for some of the desired services.

REFERENCE INFORMATION UPDATE 1989—ELECTRONIC SOURCES AND TOOLS*

Traditional

COREFICHE

Full-text microfiche of selected books and articles indexed in:

Granger's Index to Poetry

Essay and General Literature Index

Short Story Index

Roth Publishing, Inc.

185 Great Neck Rd.

Great Neck, N.Y. 10021

Selected On-line Information Services and Utilities for Schools

BRS: The Instructor

Access to over 100 databases.

Discount on manuals. Training free on a space-available basis.

PRICE: \$15.00 per hour

BRS Information Technologies

1200 Route 7

Latham, N.Y. 12110

DIALOG: Classroom Instruction Program; Classmate

CIP offers 280 databases, full searching. Classmate offers 68 databases with simplified

search commands. Both offer documentation and free initial training.

PRICE: \$15.00 per hour

DIALOG Information Services, Inc.

3460 Hillview Ave.

Palo Alto, Calif. 94304

Dow Jones News/Retrieval
Offers business and investment
information as well as general
information including full text
Wall Street Journal and *Wash-
ington Post*.

PRICE: Varies depending on
service

NewsNet: NewsNet Academic
Program
350 newsletters from major in-
dustries plus newswires.

PRICE: \$15.00 per connect
hour.

VU/TEXT: V/U TEXT In
Education

Covers 40 regional newspapers
and some journals in full text.

PRICE: \$16.00 per connect
hour

WILSONLINE

Access to 26 indexes, most of
them since 1983 or 1984.

PRICE: \$15.00 per connect
hour

Also WILSEARCH and
WILSONDISC

ALANET

Access to CompuServe, UMI
Article Clearinghouse, Library
Professional Publications,
Mailbox, service, etc.

PRICE: \$99.00 per year plus
variable charges

Dow Jones News/Retrieval
P.O. Box 300
Princeton, N.J. 08540

NewsNet, Inc.
945 Haverford Rd.
Bryn Mawr, Penn. 19010

VU/TEXT Information
Services
1211 Chestnut St.
Philadelphia, Penn. 19107

H. W. Wilson Company
950 University Ave.
Bronx, N.Y. 10452

ALANET/ALA
50 East Huron St.
Chicago, Ill. 60611

202 From Design to Construction

CD-ROM Services

INFO-TRAK II (Magazine Index)

Indexes popular magazines.
PRICE: \$3,200.00 school-year plan

Grolier Electronic Encyclopedia

The 1988 Academic American with user-friendly searching.
PRICE: \$395.00

WILSONDISC

(see WILSONLINE)

NewsBank Electronic Index
User-friendly index to the entire Newsbank Collection

Facts on File News Digest
Covers 1970-1987

McGraw-Hill Science and Technology Encyclopedia

Oxford English Dictionary

Books in Print and Books in Print Plus

Information Access Company
11 Davis Dr.
Belmont, Calif. 94002

Grolier Electronic Publishing
Sherman Turnpike
Danbury, Conn. 06816

NewsBank, Inc.
58 Pine St.
New Canaan, Conn. 06840

Electronic Publishing
Facts on File Publishers
460 Park Ave. S.
New York, N.Y. 10016

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, N.Y. 10020

Oxford University Press
200 Madison Ave.
New York, N.Y. 10016

R. R. Bowker Company
245 W. 17th St.
New York, N.Y. 10011

*The preceding Reference Information Update 1989 for Electronic Sources and Tools was prepared by Anna Smink, librarian at the Holton-Arms-School in Bethesda, Maryland, and Steven Matthews, librarian at the Foxcroft School in Middleburg, Virginia. Featured during a session on "Reference Resources For Schools," this was presented at the 1989 Association of Independent School Librarians Conference in Washington, D.C.

Selecting the most suitable system for the public access catalog can be a joyous or an awesome experience. The degree of joy depends in large measure on the experience and confidence of the library media specialist responsible for the decision. Opinions of professional colleagues in similar library media centers should be heeded but not given undue weight. Many good systems are available and more are constantly becoming available. The systems such as CALICO, WINNEBAGO, BIBLIOFILE, FOLLETT, MANDARIN, and DYNIX that are popular today may be superseded within a few years, but thoughts of what may come cannot be allowed to delay the selection process. Select the one that best meets the needs at the time of selection; select a system that has proven to be satisfactory in many other libraries and library media centers. Check the financial status of the company to avoid joining the ranks of those libraries and library media centers who, part way through the conversion process, find the company has gone bankrupt. Although bankruptcy does not happen frequently it occurs frequently enough to give a clear signal to library media specialists to check the financial stability of a company before making a final decision.

How seriously has OCLC been considered—if at all—as an affordable tool for cataloging and interlibrary loans? Wonderful tool that it is, it is not appropriate for every library and library media center in terms of cost effectiveness.

Selecting from among the electronic services now in common use is less nerve-racking than choosing the catalog system. These types of services have been around a sufficient length of time to have recognized reputations and proven value at the school level.

Choose carefully!

Making early decisions about new systems to be incorporated into the facility is secondary only to the selection of furniture and equipment. While the time lapse between confirmed order and delivery is less than for furniture and equipment, lead time is needed in order to complete essential preliminary work before the grand opening. Preparing resources for a new security system, whatever the selected system may be, takes time and lots of it. If one wants to include theft detection devices compatible with the

security system as part of preprocessing, all books ordered after the security system is chosen should include these devices even though the installation of the system may be two or three years in the future. Some jobbers include bar code labels as part of preprocessing and library media specialists may choose to take advantage of this service as soon as a decision about an on-line system is made. Companies such as Baker and Taylor are preparing, for a modest fee, to provide title information on diskettes for books ordered from them. These diskettes feed directly into most automated circulation systems. This service may, for some library media specialists, influence the choice of system.

The on-line catalog may still be a few years down the road but it will surely come—either at the time of the move or shortly thereafter. Combine the weeding of the book collection in anticipation of the move with getting a start on preparing cards for the conversion. Some database searching systems such as DIALOG require staff training sessions before introducing students to them. Such training, if required, should take place well in advance of the move. The excitement of the grand opening is enhanced by opportunities for the users to try out all the new systems. Library media centers should not risk losing instant student and faculty enthusiasm and interest because of delayed start-up times for new systems and services.

Phase 14 **Planning for the Interior Decoration**

Does the architectural firm have a contract for interior decoration? If not, a painstaking search for an appropriate interior decorator begins now. Making the right choice of a decorator is just as important as making the right choice of an architect.

The freedom to select a decorator may be a heaven-sent opportunity if the building committee uses the opportunity well. Administrators and decision makers at the school level do not always understand the importance of this phase and as a consequence awkward situations can and often do arise. A local person who has earned just praise for the splendid job of interior decorating she did on her house too often offers her services free to the school. Unfortunately, planning the interior decoration of a house is totally different from planning the interior decoration of an institution but

at this point the decision makers look with favor on any service that is a no-cost item and accept the offer with alacrity. The building committee, as it continues to fulfill its responsibilities, is as concerned with the interior decoration as it has been with all other planning phases. Realizing that this is an area where salesmanship of an idea may be involved, the building committee marshals logical arguments to use (if necessary) when it presents its recommendation for an interior decorator. The strongest argument for selecting an architectural firm with an interior decorating department is that confrontations involving well-meaning but possibly inept and unqualified amateurs can be avoided. A decorator with expertise in institutional decorating rather than house decorating is essential.

The problems encountered in institutional decorating are a totally different set than those encountered in house decorating. The end result may be aesthetically pleasing and inviting but geared for the heavy use libraries and library media centers receive. Just as form follows function in design so do the choices of carpeting, fabrics, wall treatments, and casual furniture follow the capacity for hard use and long-term wear.

Spend plenty of time with the interior decorator candidates or the decorator from the architectural firm. The decorator needs an understanding of the all-encompassing environment the planners want to create as well as specific details such as traffic patterns and detailed descriptions of the activities that will take place in each area. If the library or library media center has an existing collection of art or special collections such as Navaho rugs or fine tapestries that will continue to be used, the decorator needs an opportunity to examine these collections in order to put them in proper perspective in the interior decorating scheme. If there are large items such as model ships or dollhouses or collections of smaller items such as antique banks or international toys kept on permanent display, the decorator needs to see those. Are there portraits that have to hang in the library? Is the beautiful oriental carpet now in the rare book room to be reused? No pertinent detail is so small that it should not be brought to the decorator's attention at the first meeting. Let there be no unpleasant surprises brought forth after the decorator has spent umpteen hours preparing a presentation.

Emphasize that *all* areas are of equal importance for attention.

All too often one finds the public areas a thing of beauty and the staff working quarters an island of bleakness. Somewhere along a misguided facility planning route, staff working quarters were for years the repository of mismatched, castoff furniture not considered good enough for public areas. Complementing this unlovely sight usually was odd-colored paint resulting from mixing together the bits and dabs left in the bottoms of the paint containers. Curtains—if any—were leftovers or makeovers! All areas are deserving of equal consideration. Make sure they all receive it!

The selected decorator, from whatever source, works closely with the library media specialist and the architect in bringing color and life to the facility design. When completed, the facility will give the impression of a well-integrated wholeness—comfortable, inviting, conducive to serious study and research as well as informal learning experiences.

The building committee, including the library media specialist, will be vitally interested in the final presentations but there are individual facets of the decorating scheme that merit in-depth discussion along the way.

Carpeting will be the single most expensive item in the decorating scheme. Stain resistant, industrial-strength carpet, preferably wool, is available in luscious colors. Resist the temptation of beautiful sculptured samples in lieu of uncut pile. As important as the side of the carpet you see is its backing, which should be strong to guarantee long life. A current trend is to lay the carpet directly over the floor—no matter what the floor's composition. Investigate carefully and discuss the pros and cons of laying the carpet directly on the floor with the decorator and a carpeting expert. The padding is as important as the carpet because it keeps the carpet from wearing in uneven patterns. Avoid foam rubber backing on the carpet and avoid it as padding if possible. Foam rubber wears out before good quality carpet wears out and presents problems. Hair padding is the most desirable but it is expensive. If wall shelving is used, do not extend carpet under the shelves. Some carpet experts recommend that if a compromise has to be made one should choose a lesser grade of carpet and retain the high-grade padding. The decorator will be competent to give good advice in all areas but—as with the architect—one should never assume anything and

ask questions about areas of the decorating scheme that are of prime concern.

Window treatment, rather than the fabric selection for drapes or curtains, is another area for concern. The treatment must fit the need. If the ultraviolet rays of the sun need to be cut, the window treatment must meet that need; if a room needs to have the capacity to be darkened for the use of audiovisual resources, the window treatment must meet that need. Whatever the need, be sure that it is met.

The foyer that serves as an entry to the library merits special attention. It should be inviting and alluring, preferably with lighted glass wall display cases of sufficient depth to allow for constantly changing exhibits of books, artifacts, art, and all other kinds of realia. If the entrance is from the outside, the floor treatment should be such that dirt remains on the foyer floor rather than being dragged into the inner realms.

Specify clearly any walls that are designed to serve as display areas for changing exhibits. Carpeting on the walls of display areas provides a handsome background as well as saving the walls from showing smudges or hundreds of holes left behind when the hangers are moved to make way for the next exhibit. Carpeting on the walls of storytelling areas or other areas that serve the needs of noisy functions provides a measure of acoustical control. Wall carpeting is not a new idea but is often overlooked.

Planters, very popular these days, certainly add grace and warmth to the library media facility but they do need tender, knowledgeable care. Who is going to take care of them during term time? More importantly, who is going to tend them during school vacations? Does the school contract with a special service to tend plants and planters throughout the school during the school year or during vacations or not at all? Do not accept too many plants or planters as part of the decorating scheme unless they can be properly tended. Replacing the plants annually is not inexpensive and seems even more expensive if it has to come from the library media center's budget that contains no line item for this purpose.

Determining the needed signage is a step appropriately taken after the design and the interior layout are completed. What directional signals do the users most need? In making these choices

one walks a very fine line between choosing too few or too many. Share the plans with students and faculty. Finger walk through the plans and layout with them from the point of entry to the point of exit, making imaginary use of all areas, resources, and functions. Because the planners have spent so many hours working with these plans and layout a fresh perspective is helpful. That which seems obvious to the planners may not be at all apparent to the newcomers to the plans. The library media specialist, working with the decorator, can choose a signage design that is in keeping with the interior decoration. What are the most successful signage system one has seen in other library media centers? What are the worst? Common mistakes are in placing them too high or too low to be useful and in undue ornateness. Plain and simple and easy to read are good guidelines to use. Keep in mind the need for flexibility. In five years some resources or functions may be interchanged and the signage will be changed to match. Signage that is permanently adhered in any fashion is difficult and expensive to move and signage that is irrelevant is worse than none. Many library and library media center facilities, furnishings, or special areas are made possible through generous gifts. It is right and proper that these donors be honored with appropriate plaques but beware of too many plaques in too many places. Perhaps six carrels in the left-hand corner of the reference section were purchased by a gift from the class of 1934 but putting the plaque nearby may be misleading in a few years when the reference section is relocated. Appreciation expressed through the means of one plaque listing all donors has just as much and sometimes more visibility and relevance than dozens of plaques scattered throughout the facility.

The decorator will present one or more decorating schemes to the building committee. Each presentation will include painting samples, fabric swatches, carpeting samples, and either pictures or samples of any casual furniture for which the decorator is responsible. Be sure that the sample of the signage system includes the mounting mechanism. Specifications for each item are an important part of the presentation. Presentations will differ in color schemes and quality in order that the building committee have viable options. Before the committee submits its single recommendation to the decision maker/s, it should discuss possible compromises within

the chosen scheme if compromises become necessary. Sadly, the interior decoration scheme is the point at which many decision makers and administrators develop mental blocks and indicate unwillingness to spend appropriate money. Being forearmed with possible compromises is politic but no note is made of potential compromises in the recommendation. Skimping on the interior decoration and furnishings can be false economy—cheaper at the moment but more expensive in the long run. Inferior quality fabrics and carpeting are never good investments and are particularly bad investments for high-use facilities.

Since color affects behavior patterns the selection of colors is an important decision. Color speaks to users just as significantly as space speaks to them. Do not select a color scheme that may be high fashion at the moment but will look dated within five years.

Open communication with the decorator is just as important as open communication with the architect. Both act on the quality and amount of information provided them. Make sure that information is sufficient and precise.

VI.

From Construction to the Move

This period seems endless and not unlike the proverbial calm that precedes a storm. The really exciting parts of the planning process are past and the remaining decisions to be made are important but not thrilling. Many of the projects started during Phase 13 are continuing ones that will be greatly furthered during this period of low level activity. Pre-planning for the move, the grand opening and the dedication at this point will facilitate those events when their moments finally arrive.

Watching the facility take shape and form provides day-to-day fascination—if not utter absorption. Those library media specialists and staff members who are trying to maintain services under difficult circumstances while an expansion or renovation is in progress will be the most avid watchers as they literally count the days before they can offer again full services and resources to their users.

Phase 15

Construction: Building, Expanding, or Renovating

Being a sidewalk superintendent comes naturally to all persons having any responsibility for planning any kind of facility—whether it be a large or small project. However, there is a very real boundary that sidewalk superintendents *do not cross*. The building trades have a protocol to be observed just as rigidly as the protocol of diplomatic circles. *Never* ask anyone employed on the construction project to make a change. Requests for changes are transmitted only to the clerk of the works or the architect. A painter, for instance, has absolutely no authority to “add a little more color to the paint.” Construction workers are bound to work totally ac-

cording to the specifications and should not be embarrassed by requests for changes. The specifications have been previously approved and accepted by a delegated representative from the school. Any changes asked for now—no matter how simple and minor they may appear to the asker—constitute change orders and every change order costs money. It is at the construction stage that the importance of meticulous planning really becomes evident.

Any variations from the specifications should be reported to the clerk of the works or the architect. Presumably few persons are sufficiently familiar with the specifications to note a deviation from them and those persons are usually well aware of the protocol to be observed. This kind of annoyance is most apt to come from uninformed sidewalk superintendents who take pleasure in thinking they are so well informed that they can make suggestions for changes to the workers. If this happens frequently the school should make every attempt to clear the area of onlookers for every delay means loss of working time and hence increased costs.

Not every school employs a clerk of the works for construction projects and in the absence of such a person the architect functions as the monitor of the project. Some schools have a qualified person on their permanent staff who always functions as clerk of the works on behalf of the school. The clerk of the works is the school's official on-site representative and is there to protect the interests of the school. The clerk of the works is hired and paid by the school on a totally separate basis from either the architect's or the contractor's contract. Having a clerk of the works on-site is a form of insurance for the school. Occasional monitoring of the adherence of the contractors and subcontractors to specifications by the architect is never as satisfactory.

If Lady Luck shines brightly on the construction phase, there will be no strikes in the building trades or among the suppliers and all the days will be sunny and conducive to work. If the contract of the contractor has a penalty clause, rest assured that every effort will be made to keep to the timetable. Monitor the progress regularly but silently and above all refrain from asking so many questions or making so many pointless observations that the clerk of the works or the architect dreads to see you approaching!

**Phase 16
Accepting Equipment Bids**

If the bidding process for library furnishings and equipment has been used, be sure the bids are opened and reviewed on the established date. Accept no late bids unless advance arrangements have been made and accept such arrangements only in an emergency situation. The placing of the order cannot be delayed if one has any hope of receiving the order by the time the construction is finished.

The building committee reviews the bids carefully. Additional school personnel such as the business manager or purchasing agent may also be authorized by the decision maker/s to review the bids either with the building committee or separately. Check the specifications of each bid and compare the specifications of all the bids, for these specifications even more than the costs, should be the major guideline.

The most expensive is not necessarily the best; the least expensive is not necessarily the worst. Cost is obviously an important consideration but do not let cost be the sole determination. Consider the reputation of the bidder and the specifications in addition to the cost. If all bids are over the projected budget, the soul-searching process begins.

Do not pretend that making compromises in furnishings and equipment is not an agonizing experience, because it is! The planners who compiled the original list for bids in a responsible fashion included no extras, no luxuries, and no frills—only essentials. Compromising on essentials, if not done wisely, can affect the integrity of the facility and this must not be allowed to happen.

First of all, double-check to see that all furnishings and equipment from the present facility that are reusable have been scheduled for reuse. Most likely they have been but take the time to double-check. Study the bids again to see if there are any individual items that can be eliminated without harming the functions of the library media center or depriving users of adequate equipment. When the bid lists were compiled, was only one design and cost level indicated? If so, try reworking the bid list and mixing design and cost levels in areas where no harm will be done. For instance,

mixing a less costly dictionary stand or picture book bin with more expensive carrels and tables—providing they match in appearance—will do no harm. Mixing and matching usually presents the best chance of workable and successful compromises.

Do not resubmit the lists for bids unless it is mandated school policy. Select the vendors, preferably no more than two, that you most want to use. Ask the company representatives to come to work directly with the building committee and other involved persons in an attempt to effect a satisfactory compromise. The representatives may have to resubmit official bids but they can usually work out the cost differentials on-site. Even if new bids have to be resubmitted the process will be much speedier than the earlier bidding process because substitutions can be made and figured in the context of the original bid without having to refigure the entire bid list.

Admittedly, few other options for compromise exist. The least desirable option is to eliminate for the time being as few items as possible to be within budget but do this only if there is a guarantee that the items can be ordered from the next budget.

Phase 17

Accepting the Building or Renovation

This phase may or may not precede the decorating phase. If the interior decorator's contract is part of the architect's contract the building or renovation will not be ready for acceptance until after the decorating, but not necessarily the furnishing, is completed.

The building must not be officially accepted by the school's designated representative until the building committee, the clerk of the works, and the architect have assured themselves and thus assured the school that the specifications as stipulated in the working drawings have been completed satisfactorily. If the responsibility of the contractor ends with the official acceptance of the building, the acceptance should not take place on the day the last workman and the last piece of equipment have been removed from the premises. A waiting period, usually of thirty days, must be allowed to give the owner time to discover problems that may exist

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but can only be detected when the conditions are right (e.g., a leaky roof can only be detected on a rainy day).

What happens if minor or major flaws are discovered? Minor and easily repairable flaws are corrected immediately by the contractor; major flaws are uncommon but do occur and should be matters for serious consideration. The first question to be answered is whether or not the contractor knew of the error and deliberately hid it, for concealment adds an unsavory dimension to the problem. What are the solutions or options? The demand that the contractor correct the the flaw, especially if it is one that affects the function or the appearance of the building, is the most satisfactory solution. Schools have been known to negotiate financial restitution from the contractor and others have settled the matter in the courts. How major flaws escape the notice of the clerk of the works, who is permanently on-site, is baffling but escape they do in rare instances.

If the contract has been a negotiated contract, completed satisfactorily on schedule and under budget, the school will receive unspent money from the contractor. Returned money can be a great boon and the possibility of using this money toward the over-budget equipment and furniture needs should be investigated immediately. If the contract had a penalty clause and penalty payments resulted, the use of that money for financing equipment and furniture should also be investigated.

Phase 18

Decorating and Equipping the Facility

Depending on the contents of various contracts, a portion of the decorating and equipping may have been accomplished before the building was accepted. The painting and carpet installation may be in place and waiting for the remainder of the decorating to be completed and the furnishings and equipment to arrive and be settled.

Check the installation of telephones and telephone jacks because by some strange fluke these installations easily slip between the cracks and are not missed until someone starts to use them.

Who puts the equipment and furnishings in place? Eager, en-

thusiastic and athletic-minded library media specialists and their staffs probably put them in place more often than anyone else but doing so is not their responsibility. By this point in facility planning one is ready to scream if one ever hears the word "contract" again but the responsibility for putting them in place does depend upon the contract. If the contract calls for curbside delivery, the school's maintenance staff moves the equipment into the building, uncrates it, and settles it under the direction of the library media specialist and staff. Members of the building committee may volunteer to help supervise the settling but there is no obligation for them to do so. If the contract calls for inside delivery, the maintenance personnel will help uncrate it and settle it. If the contract calls for installation, and at minimum it should call for the installation of the stacks, one notifies the company of the delivery and awaits the arrival of someone to begin the installation process. The uncomplicated answer as to who settles the furnishings and equipment is to "read the contracts and proceed according to their terms."

Special equipment such as security systems, photocopiers, and some on-line systems are installed by the vendors. Coordinating all these projects takes patience and humor because seldom do the installers arrive on time even though the equipment may.

The building committee and the interior decorator may decide that such tasks as hanging drapes, installing works of art, or moving in the casual furniture should be left until the uncrating of heavy library furnishings and equipment and the installation of book-stacks are completed to avoid as much dirt and dust as possible.

Seldom do all items ordered arrive at the same time so that the facility will be tidy before the move takes place. The relocation of equipment and furnishings that are being reused will help fill the gaps created by items still undelivered. The sheer chaos with which one lives at this point will suddenly disappear and everything will fall into its proper place as if by magic.

Phase 19

Moving and Settling Resources

Preplanning the move will have been easier if the former site has remained intact and in operation during the construction than if

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one has been operating from temporary quarters with a great portion of the resources in storage.

If the perfect system has yet been found for moving school library resources the secret is a well-kept one. Channeling the energy of students of all ages into a massive and well-organized move is either the most preferred or the most publicized system; using professional movers is the easiest solution but the expense involved makes it one that most library media specialists can only dream about.

Each library media specialist will at an earlier stage of the planning process have devised the moving system most appropriate for the individual situation. The organization has to be so detailed on two fronts—the site being moved to and the site being moved from—that with luck the move will be easily and painlessly accomplished. If the move is accomplished with but a few minor hitches, both the planners and the workers should experience a great sense of relief.

Settling resources after the move can range from calm to chaos! If all books (thanks to the genius of the planner) ended up in the correct shelf list order on the labeled shelves, the major concern about moving the resources has been pleasantly erased. Staff members may choose to relocate the nonprint resources, although with proper planning students are certainly capable of moving them. The moving of expensive and/or delicate equipment such as microform readers and reader printers, computers, word processors, printers, photocopiers, and other comparable equipment is best done by adults. Relocating machines directly to their intended locations and making them immediately operational makes much more sense than having them stacked in a corner to await the attention of the staff. Anyone who has ever witnessed a dropped file cabinet from which every scrap of paper has escaped and is literally “gone with the wind” understands the urgency involved in having heavy resources moved with the aid of dollies or other special equipment as needed.

How soon library media center services can be resumed after the move depends in large measure on the timing of the move. If one could have one's wish, a move would always take place during a vacation period, but since construction timetables are seldom

geared to a school's vacation period one moves when the facility becomes available. If the move occurs during term time, resume services as quickly as possible even though every last piece of equipment or furniture has not yet arrived and all new program elements are not yet in place. Satisfying as it is to have the official opening coincide with the capability of rendering full services, the resumption of less than full services is of higher priority than celebrations.

Phase 20

The Grand Opening/Dedication

Whether the facility is new, expanded, or renovated, a suitable ceremony to mark its opening is abundantly fitting. The occasion can be treated as a rite of transition or as an occasion comparable to the launching of the newest ship in the navy. The occasion can be as glamorous and elegant—or as lively—as one cares or can afford to make it. Some schools opt to have a grand opening that includes a dedication; some schools opt to have one or the other; some schools opt to have a grand opening with a dedication ceremony scheduled for a later date. Whatever the nature of the celebration, it must be designed to stress the academic and educational importance of the library media center in the life of the parent institution, the community, and the lives of its users. Let the students be the centerpiece of the celebration because after all they provide its *raison d'être*.

Afterword

Without good planning there are no good library media facilities; without an established process there can be no good planning. Gaining administrative support for the development of and adherence to a logical planning process may be the library media specialist's greatest contribution to the improved facility—whether it be a new building, a renovation, or an expansion.

Yes, unsatisfactory school libraries and school library media facilities do continue to be built but their numbers are growing fewer each year. Probably never in our lifetimes will the occasional building that is a librarian's nightmare and an architect's dream fail to win an architectural award. The best advocates in what should be an ongoing campaign to eradicate nonfunctional buildings are librarians and library media specialists. The more expert they become in articulating the functions the forms of the facilities need to follow, the sooner nonfunctional facilities will become a thing of the past.

The intensity and exactness with which planners implement each phase of the planning process outlined in the preceding pages depend on the scope of the individual project. Some phases will be totally irrelevant to individual situations; no relevant phase should be bypassed.

In terms of final design the single most important phase of the planning process is the building program. Without a comprehensive and comprehensible building program an architect lacks direction from the client. Statements of purposes, goals, and objectives for the facility are insufficient for they offer no details on which design can be based. A detailed building program is a form of insurance for both the architect and the planners because it leaves no room for misinterpretation on the part of the planners or the architect.

The importance of open and continuous communication among all persons involved in the planning cannot be overemphasized. When planning is as it should be, a joyous, cooperative process rather than a tug-of-war, the completed facility will reflect that same spirit.

Enjoy the planning and enjoy the facility. Continue to celebrate its role within the community on every occasion.

*You Are Cordially Invited To An
Open House
To Celebrate The First Birthday Of
The George W. Woodruff Library
Wednesday, September 17
9:00 - 2:00
George W. Woodruff Library
Seminar Room*

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Appendix A

Questions and Answers

Q. The library media facilities are grossly inadequate. What should be the first step in a program to overcome these inadequacies?

A. Systematically list in writing the factors contributing to the overall inadequacy and discuss them with your supervisor or any other administrator to whom you are responsible.

Q. At the time of the school's last evaluation for accreditation purposes, the evaluation team made specific recommendations for improving the library media facilities. Three years have now elapsed and no member of the administration has mentioned implementing these recommendations. What can or should I do to address this impasse?

A. Make an appointment with your supervisor or head of the school to discuss the recommendations and to inquire when the implementation process is to begin. The evaluation/accreditation process occurs every ten years, but most accrediting agencies conduct an informal but official checkup at the end of three to five years to determine the school's progress toward full implementation of the recommendations. To retain its accreditation, a school must show progress with some implementation and a firm commitment to proceeding to fulfill all of the recommendations.

Q. I am not a member of ALA or AASL. Can I go to the exhibits at ALA's annual conference even though I am not a member?

A. Yes, you can request passes for the exhibits alone—no meetings—from ALA Headquarters before the conference. Write:

American Library Association
Conference Arrangements
50 E. Huron St.
Chicago, Ill. 60611

But, if you will take my advice in the matter: become a member. It will repay you many times the amount of the dues in personal and professional growth, competence, and satisfaction in your work.

Q. What are the most important criteria in the selection of circulation desks?

A. Flexibility! Sectional circulation desks that make rearrangement possible when needed or desired are the most practical kind.

Q. Display and exhibit spaces are desirable features of library media centers. Should such spaces be segregated or isolated from other functions?

A. No. They should be scattered throughout the facility to create a variety of high-interest points that change, surprise, and stimulate.

Q. The school is beginning to plan for a new library media center facility and the principal has said that the school cannot afford the services of a consultant. In the absence of a library supervisor where does one turn for advice?

A. One should check to see if the services of a consultant are provided by the state department of education or by the state library. One can also contact three or four library media specialists from schools similar in size and type, and ask if they would be willing to meet with you for an informal brainstorming session or two. Such a support group can be invaluable in the absence of a consultant or a library supervisor.

Q. Should lighting be uniform throughout the facility?

A. No. Since the facility serves a variety of functions, the lighting should be appropriate to each function rather than being uniform throughout.

Q. Some library media specialists seem to feel that it is important that the facility have direct access to and from the outside of the building. No need for such access exists at this time in the school, but what might be the advantages of such direct outside access?

A. Special programs may be held in the library media center during after-school hours, in the evening, or during school vacations and in the summer; then it is preferable to be able to enter the center directly without there being access to other areas of the school. Most schools require that security or custodial personnel

be on duty when the school building is open, and the cost of such personnel can be avoided when direct access to the center only is possible.

Q. If one can contribute only one single major guiding principle to the facility planning process, what should that one principle be?

A. Form follows function.

Q. Elementary level teachers have recommended that the facility contain a storytelling "pit." Is this a recommendation that should be included in the building program?

A. A special area for storytelling should be included, but wells or pits are less than ideal for the purpose for these reasons:

1. They represent wasted floor space.
2. Although they are physically attractive, they can be hazardous, presenting as they do an open invitation to fall into them if one is not paying careful attention to where one is going.
3. They are acoustically unsatisfactory because sound moves through and across such depressed areas.
4. They do not offer sufficient flexibility for a broad range of purposes to justify the cost.

Q. Incidents of vandalism and/or arson are occurring with greater frequency in libraries and library media centers. Are library media centers automatically covered under the blanket insurance policy of the institution of which they are a part?

A. The buildings or facilities are covered but the resources are not necessarily covered. Discuss insurance coverage with the administrator responsible for insurance for the school or school system. The *Insurance Manual for Libraries* by Gerald Myers, published by ALA in 1977, contains vital information on insurance as well as a convenient form for determining and recording the value of resources.

Q. No money is included in the project budget for professionally designed signage. What are the alternative routes for obtaining acceptable signage?

A. Inquire among area librarians and library media specialists to determine whether any of them has a professional sign-making machine; determine what equipment for sign making is available in the school's art department; if BOCES operates in your area, sign-

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making services may be available there; check the annual operating budget to see if money can be found for sign-making equipment; try to find a donor.

Q. Can undercarpet cabling be run under all types of carpeting?

A. No. According to the National Fire Code, undercarpet cable can only be installed under carpet tile.

Q. Is undercarpet cabling preferable to standard electrical outlets?

A. Yes. Standard outlets may be sufficient to serve current needs, but because the use of various technologies is increasing so rapidly and one cannot predict what will be used in the near future, flexibility is essential. Undercarpet cabling provides that flexibility by allowing for easy changing and upgrading of wiring.

Q. The soon-to-be-completed addition to the present library media facility is quite different architecturally from the original. What is the best and least expensive way to integrate visually the old and the new?

A. Through the materials and colors used in decorating and furnishing. Styles as well as fabric and patterns used in carpeting and upholstering should be compatible or similar so that the old and new space present a pleasingly unified environment.

Q. How can inefficient and nearly nonfunctional libraries win architectural awards as so many do?

A. Because awards are made on the basis of aesthetics rather than usefulness to the client. Such award-winning libraries are frequently examples of a library media specialist's nightmare and an architect's dream!

Q. How can one library media specialist or librarian prevent an architectural award from being given to an unsatisfactory facility or building?

A. One person can't! No mechanism exists whereby one person can officially prevent such an award. But if a major library association worked with architectural associations to include function in the award criteria we could arrive at the point at which buildings that are inadequate for library needs, however handsome, would not only not win awards but no longer be built.

Q. What single thing can be most effective in avoiding nonfunctional and inadequate buildings and/or facilities?

A. A comprehensive building program.

Q. In planning for efficient services, what is the most important focal point around which to build?

A. The circulation/information desk. Even the most inexperienced library user recognizes that it is from this point that all services and resources emanate.

Q. The interior designer treats the entire library building committee as though it were a collection of congenital idiots. Our suggestions—all of them—have been completely ignored and not even discussed! What should the library building committee do?

A. If a meaningful dialogue cannot be established, the committee should recommend that the interior designer be fired immediately! The interior designer is, after all, in the employ of the library building committee or the parent institution. The client must never be allowed to be insulted or ignored by the interior designer or any one else retained to do the work. Before moving toward confrontation, consider the possibility that the library building committee was not presented to the interior designer (or any other employee with whom this might occur) in its true light and as being worthy of respect and attention. If this turns out to be the case, the attitude toward the committee must be adjusted before the committee will have the necessary authority to deal successfully with any outsider.

Q. If members of the library building committee or the architect are unable to visit other libraries or library media facilities, how can desirable features found in other buildings be best presented to them?

A. Through the use of visuals—slides, photographs, or videos.

Q. What is the best source for professional evaluations of library equipment and furnishings?

A. *Library Technology Reports*, published by ALA six times per year. A subscription is not inexpensive, but access to these reports by all library planners is essential.

Q. What are the best means of sound control?

A. Floor carpeting, acoustical treatment of ceiling and walls, and provision of adequate space between designated areas. In areas where sound control is a high-priority matter, such as a TV recording room, wall carpeting should be considered.

Q. This school prides itself on having lots of windows in every

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room to provide as much natural light as possible. Can a library media center have too many windows?

A. Yes. Too much sunlight, with its harmful ultraviolet rays, harms paper resources. Also, too many windows diminish the amount of space available—both floor and wall space.

Q. The students have indicated a clear preference for table seating rather than carrel seating. Most of the tables currently in use provide seating for eight people. Are tables for eight the most desirable type?

A. No. Tables that seat eight invite students to socialize. Tables that seat a maximum of four people invite less socialization; tables for two—if one can afford the space—are the most desirable of all. Tables and carrels should be interspersed throughout study areas even though the students prefer all-table seating. Students who express a strong preference for tables often have had little or no experience with carrels. The majority of students would rather work at carrels when doing serious work.

Q. How many reference books will a three-foot section of shelving normally hold?

A. Eighteen to twenty.

Q. Have any school library media facilities been built below grade (ground)?

A. Yes. One notable example is the library at Cushing Academy in Ashburnham, Massachusetts.

Q. One member of the library building committee is vociferous in her plea for a round building. Are round buildings practical?

A. Round buildings for libraries are impractical for a number of reasons, but the two major reasons are that they waste floor space and are more expensive to build than traditional buildings that make use of ninety degree angles.

Q. Another member of the library building committee is urging the committee to recommend a two-level building to the architect. Is such a specific recommendation appropriate?

A. Deciding on the design of the library media facility is the responsibility of the architect, not the building committee. The library building committee should be made aware, right from the start, of the clear-cut lines of demarcation between its functions and those of the architect.

Q. Should the building program include sketches prepared by the library media specialist or the members of the library building committee?

A. Only in very unusual circumstances should such sketches be included. Sketches and drawings are the domain of the architect. The building program should include a spatial relationship chart to guide the architect in making preliminary drawings or sketches. Remember that unsatisfactory architectural sketches or drawings can always be returned for additional work.

Q. Is it ever appropriate for the architect to write the building program?

A. Only if the librarian or library media specialist is totally incompetent and a consultant is unavailable. Having a building program prepared by the architect who is going to design the facility may leave out of the end product the professional knowledge of function that is so all-important in producing a workable facility.

Q. If an architect is adamant about not altering a facet of the design that the building committee believes will impede the proper functioning of the library media program, what can the building committee do to alter the situation?

A. A basic understanding has to be that the final design will meet the needs of the institution. The school is the client and is buying a design to meet its needs. If the architect cannot or will not design to this end, another architect should be sought and hired. The institution buys a facility made to order to fit its needs exactly and should not be expected to make compromises that lessen the effectiveness or smooth functioning of the library media center.

Q. The purchasing agent in our district feels that she should be in sole charge of the selection and ordering of equipment and furnishings for the new library media facility. How can one tactfully and ethically work with or around this person and this attitude?

A. Way back in the beginning when the overall plans are made, the method for selecting and ordering equipment and furniture should be defined and included within the established plan and process. Even in schools and districts where the library media specialist and the purchasing agent have worked together harmoniously in times past, the equipment and furniture selection process must be set forth very clearly and right at the start. Never, never,

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never assume anything connected with the facility planning process! Each step must be delineated at the beginning and approved by the decision maker/s in writing.

Q. Because of unforeseen costs connected with the foundation, the project budget cannot cover the cost of air conditioning. What is the best action to take?

A. Arrange—if it is humanly possible—for all of the duct work to accommodate the air-conditioning system to be included during construction. It is much cheaper to install the duct work at this point than at a later date. Next, try for a commitment from the decision maker/s to include the cost of installing the system itself in the school's capital budget for the following year. Supply facts about the effect of the lack of air conditioning on the preservation and conservation of resources. Many decision makers think of air conditioning only in terms of human comfort, rather than in terms of preserving expensive materials.

Appendix B

Library Media Facilities Guidelines

The physical space allocated to library media programs is an important element in the provision of an effective school library media program. Adequate, attractive space encourages the use of the center.

The space recommendations below have allowed for flexibility to reflect differences in educational programs and in the size of the school. Each library media center should be planned in conjunction with the total educational requirements of the school.

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TABLE C1. Library Media Center Space Recommendations

Area/ Function	Relationships/ Considerations	Space Allocation in Square Feet	
		500 Students	1000 Students
Entrance/Circulation	Near entrance—reserve section, workroom. Card catalog/on-line terminals, periodical/nonprint storage, equipment storage. Should have facilities for displays, copy machine, charge area. Program may warrant additional satellite areas for some services such as copy machine, microform readers, etc.	250-500	600-800
Reading, browsing, listening, viewing, individual study, computing	Near card catalog/on-line terminals, reference area, magazines microform readers and periodical indexes. In elementary schools, the storytelling area should be located away from circulation area. Adequate shelving should be provided for 10 items per ft. At least 25% of the area should be available for student seating allowing 40 sq. ft. per student. The instructional programs in some schools may require that 1/3 to 3/4 of the student population be accommodated in the library media center. No more than 100 students should be seated in one area.	25-75% according to program requirements	25-75% Same

Mixed seating should include tables and chairs, carrels and lounge-type seating. Some seating should be provided in carrels or equipped tables. Carrels require approximately 16 sq. ft. floor space each to accommodate a computer and printer.

Provision should be made for electrical outlets, telephone and tv reception. Electrical outlets should be switch-controlled at charge desk.

Consideration should be given to a flexible system for electrical cable, coaxial cable, and such as a cable duct under the floor or a floor. Computer terminals for data base should be provided.

Small group areas—listening and viewing

In addition to the facilities for individual listening and viewing in the carrels in the mail library media areas, small group listening and viewing areas are often necessary. The areas should have electrical outlets, provision for television outlets, light control, wall screen (few if any windows), acoustical treatment.

150
1-3 areas

Same

Equipment storage and distribution

Near corridor, loading dock and elevator.
Should have good control from work area.
Near production, carrel and viewing areas.
Should be in a secure area.
Cabinets with locks need to be provided for storage of equipment and supplies.
Should have electrical outlets.
Should have shelving and tables.

400-600

500-800

<i>Area/ Function</i>	<i>Relationships/ Considerations</i>	<i>Space Allocation in Square Feet</i>	
		<i>500 Students</i>	<i>1000 Students</i>
Maintenance repair	Near loading dock, elevators, corridor, adjacent to equipment, storage and distribution Secure area. Include workbench, electrical, and television outlets. Storage for parts, lamps, equipment under repair.	150-300	Same
Media production laboratory	Provision for necessary test equipment. Consider locating adjacent to equipment storage. Secure area. Provide housing for equipment and materials used in production, and shelving and storage for supplies. Requires refrigeration, sinks, running water, electrical outlets, and counter space. Sound control is needed for audio production. Plan space arrangements in terms of production methods used and work flow.	50-700	700-900
Darkroom	The darkroom area should be adjacent to the media production laboratory. (A darkroom may be provided elsewhere in the school.)	150-300	Same

Conference areas	Requires sinks, running water, electrical outlets, light locks, refrigeration, counter space, adequate ventilation.	150 2-4 areas	Same
	Locate in quiet and easily supervised area. An online search station should be placed near the conference rooms. Should be acoustically treated and equipped with electrical and television outlets and a permanent screen. At least one room should be equipped with a computer and one with a typewriter. Should have moveable walls to allow for combining areas. May be used to house special collections which are used frequently. Should be equipped with multipurpose use—see listening and viewing. The listening and viewing areas and the conference areas can serve multiple functions.		
Multipurpose room	Adjacent to reference area, stack area, catalogs, and indexes. Good visual control from main library media area and workroom is essential. Space should be flexible and at least classroom size, and equipped for presentation using all forms of media. Telephone jack for telephone conference and computer terminal. Computer should be available.	700-900	900-1200

Area/ Function	Relationships/ Considerations	Space Allocation in Square Feet	
		500 Students	1000 Students
Work area	Near entrance, circulation, periodical/ nonprint storage. Near instructional/group project area. Should have access to corridor. Desk space for library media professionals should be provided here or in an appro- priate area of the library media center. Provision for shelving, counters, cabinets, sink, running water, electrical outlets, telephone, copy equipment and computer access. Additional space may be required if cata- loging is to be done in the school.	200-400	300-500
Periodical storage	Near entrance, circulation, microform readers and reader printers. Copy equipment should be in close prox- imity. Magazine indexes, such as <i>Magazine Index</i> or <i>Texts of Microfilm</i>, should be close to the magazine storage area. Periodicals on microfilm should be pro- vided to allow access to a larger collec- tion in less space. Cabinets should be provided to house microform. Compact shelving should be considered to save space.	250-400	400-600

Teacher/professional area	Near classrooms, teachers' office, main library media area, quiet area. Plan for use as faculty group meeting or conference area. Provide for listening and viewing and for selection and evaluation of new materials and equipment. Emphasize lounge atmosphere. Equip with telephone, computer, typewriter, listening and viewing equipment, professional journals and other resources.	500-600	600-800
Computer learning laboratory	Adjacent to group project and instruction area. Secure area. Should have response capability. Size of space may vary with nature of computer program.	600-800	800-1000
Stacks	Locate near reserve area, if appropriate. Consider location in relation to periodical storage. Adequate lighting. Provide for tables and seating as necessary, depending on types of materials sorted in stacks. Include additional stack space as needed to store textbooks.	400 minimum	400-600

Area/ Function	Relationships/ Considerations	Space Allocation in Square Feet	
		500 Students	1000 Students
Television studio	Should be convenient to media production. Area must be soundproof. Classroom facilities may be needed. Studio capability may be provided instead at district level. Consider as alternatives for school television production: mini-studios and portable video-tape units.	1,600 studio 40' x 40' with 15' ceiling, wide doors	Same
Audio studio	Secure area. Should be located adjacent to television studio. Area must be soundproof. Provision for storage of equipment and supplies. Secure area.	150 minimum	Same
Telecommunications distribution	Adjacent to television studio and equipment repair. Provision for equipment necessary to distribute audio and visual programs—editing equipment room, TV and audio. Secure area.	800 minimum	Same

Appendix C

The Automation Selection Process

Seldom is there a day when a school library media specialist or librarian—in common with most other managers—is not faced with at least one significant decision to make. Few decisions, however, involve elements of risk so great that they have the potential for negative impact on a given library media center for at least a decade to come. Few decisions involve an ongoing financial commitment of such proportions that the purchase of other resources and the development of new services could only be minimal during that same decade. Most major decisions that school library media specialists and librarians must make in the 1990s and beyond that carry such risk and commitment are those dealing with automation and the use of computers.

Many school library media specialists and librarians have already made their decisions and have a wide variety of automated services in place. For some, the decisions were easy ones; for others, the decision-making process was sheer agony all the way. In a climate of sophisticated technology and technological expectations, the school library media specialist or librarian who seems hesitant about making a commitment to computers is often viewed by colleagues as a fuddy-duddy who lives in the past. In fact, the individual who hesitates may well be doing so for reasons based on sound logic and good judgment. Horror stories abound about bad decisions, mistaken financial projections, and equipment that is less than friendly. Programs can be found to be disappointing, and to fall short of established goals. Naturally, the tales of woe receive far less publicity than the success stories; no one likes to publicize really big mistakes in judgment.

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The individual who continues to consider making the commitment to automation may well be the person who is weighing all the options, letting others make the expensive mistakes, and following an established process to determine the correct future action for a particular library media center or library.

Just as a process for planning a new, expanded, or renovated facility must be instituted and followed, so must a process for determining the future use of computers. Since the focus of this book is process, the following advice by Dianne Langlois deserves careful consideration by those on the verge of seeking automated solutions compatible with the goals and the climate of their parent institution, and at affordable cost. This advice was given in the form of a talk at the annual conference of Independent School Librarians in Washington, D.C., on March 31st, 1989. Ms. Langlois is director of the Andrew Mellon Library of Choate Rosemary Hall, Wallingford, Connecticut.

* * * * *

Computers and the Library Program: *It can be done—Should it be done?*

Let us begin with a fable.

Once upon a time a seahorse gathered up his seven pieces of eight and cantered out to find his fortune.

Before he had traveled very far, he met an eel, who said, "Psst. Hey bud—where'ya going?"

"I'm going out to find my fortune," replied the seahorse.

"You're in luck," said the eel. "For four pieces of eight you can have this speedy flipper, and then you'll be able to get there a lot faster."

"That's swell," said the seahorse. He paid his money, put on the flipper, and slithered off at twice the speed.

Soon he came upon a sponge, who said, "Psst. Hey bud—Where'ya going?"

"I'm going out to find my fortune," replied the seahorse.

"You're in luck," said the sponge. "For a small fee I will let you have this jet-propelled scooter so that you will be able to travel a lot faster."

So the seahorse bought the scooter with his remaining money and went zooming through the sea five times as fast as before.

Soon he came upon a shark, who said, "Psst. Hey bud—Where'ya going?"

"I'm going to find my fortune," said the seahorse.

"You're in luck. If you'll take this short cut," said the shark, pointing to his open mouth, "you'll save yourself a lot of time."

The moral of this tale is twofold: First, if you don't know where you are going, you may find yourself somewhere you don't want to be. Second, if you don't know where you are going, is there any reason to hurry there?

Schools and libraries recently have shown a pronounced tendency to accept computers as absolutely necessary for progress. When Daniel Boorstin—then the Librarian of Congress—had the nerve to question this trend in 1987, many in the profession accused him of library bashing. I wonder if Boorstin was bashing or simply warning librarians not to lose sight of their primary mission by focusing too narrowly on the means to their goals, rather than the goals themselves. Librarians would not be the first to confuse the means with the end.

For some reason it is hard to keep computers in proportion. Maybe it will be easier for the next generation of librarians. I still think it is magic when I place a book order electronically or actually search the Dow Jones database. As I watch the library database for a future online public-access catalog grow, I am in awe of these "digital computing machines." Computers are wonderful, and it is sometimes hard to remember that they are simply dumb, fast, calculating/data-matching mechanisms. They need the human hand and the human brain of a knowledgeable librarian to exploit and direct them. Without goals and guidelines within which it must operate, the machine somehow gains a life of its own and becomes an end in itself.

We hear constantly that this is the information age. While the computer offers the promise of managing the information age, it also is part of the problem. Computers generate information, lots of information, some of it more than anyone wants or can use. What is important is to determine what types of circulation data are appropriate or necessary to run a given library well.

Librarians seem from the start to have belonged to one of two groups: those with computer lust or those with computer phobia. Early on, the literature recognized the problems inherent in both

extremes. Neophytes were warned that the major microcomputer mistake was buying a system without knowing how it was going to be used. Articles such as "256 Kilobytes and a Mule: Tips on Microcomputers for Small Library Beginners," "Media Specialists and Microcomputers: 13 Aspects of a Changing Role," or "Library Applications for Microcomputers" provided enough ideas for even the most advanced case of computer lust. Books based on the assumption that every library needed a computer for something have been written and widely distributed. These books and articles urged librarians to promote user acceptance of the computer and to justify its cost by identifying highly visible applications. Discussions of whether or not a library should adopt computer technology at all have been—and remain—few and far between, however. Little has been written for librarians about the role the computer should play in the struggle to utilize fully limited budgets and staff. Hesitant librarians have been given little guidance but a great deal of guilt.

If any of this sounds as though I am anticomputer, nothing could be farther from the truth. I believe, however, that computers have been around long enough now for school librarians to have developed criteria of acceptance and nonacceptance. I know many situations—and can imagine many more—in which computers would serve marvelously. At the same time, I know that there are some environments where they are not very practical. My concern is that in some situations, computers have been assigned tasks that are draining resources from the total library program without the hope of a full or just return. Computers must not become part of the library program simply because they exist and other libraries are using them. Librarians must gain the knowledge and ability to make decisions about whether or not and under what set of circumstances to use them, and thus gain proper control in the human-hardware relationship.

This control by librarians must include honesty and intelligence, because computers are expensive and demanding servants. The new computer is more than a large one-time expenditure covered by a grant or a gift. Computer costs can become a substantial fixed line item in any budget. For example, once a library has a circulation system, the budget must contend with hardware and software

maintenance costs and possible equipment upgrades. Vendors will constantly upgrade their systems because some users demand it and technology will allow it. Computer systems are labor intensive. Computers can do very little without data, and this appetite for data can become a dominating force in the library.

The decision to automate or not to automate depends heavily on many factors unique to a particular library and school. Key factors among these are budget, staff, space, and library program. I will focus on library program because this, in the long run, may be the most important—the reason for the existence of all the other elements. The concept of “program” can, of course, be misused or abused: used, that is to justify the bias that a library should or should not automate, with the program written after the fact to support the *a priori* decision. Since this tactic is not helpful it is to be avoided by looking squarely at one’s motives.

Within the context of the present discussion, “program” is the sum of all those steps we take or do not take to implement the library’s goals and objectives. If we believe that a library’s unique mission within the school is to function as an intellectual force without regard to the latest fad in technology or trends in professional thinking, each librarian must first determine the parameters of that mission within the school. No one prescription fits all. It follows that the most effective librarians will constantly be taking a penetrating look at their program in terms of how a given priority helps or impedes the library’s role as an intellectual force.

So where does this leave us? I believe it reinforces something we all know: that good librarianship requires each librarian to define carefully the goals of the library program in terms of the school and its instructional goals. We must take the time and make the effort to define both objectives and directions for getting to them through the library program if we hope to avoid the fatal error of the seahorse in my opening fable. Adherence to this principle in no way relieves the librarian of the need and responsibility to learn about computers. How can you determine if you require hardware for online searching if you do not understand the technology or related issues? How can you be sure that electronic ordering will not be beneficial if you have no idea of hardware requirements or their costs? There will be a time to say “yes,” and

a time to say "no" to a given computer application, but it is never appropriate to ignore the issue while planning to meet the needs of students and faculty.

How, then, are you going to evaluate possible computer applications? How will you decide which computer applications, if any, your library should adopt?

Historically, such computer applications as circulation and on-line catalogs attracted librarians because they gave hope of taming the paperwork monster that lives in every library. Today, however, librarians have a great many more options than the pioneers of just a few short years ago.

I have developed a model that can assist in planning for the use of library computers. Start by listing important library goals. If any of these tasks lend themselves to computerization, you should outline what things you would like the computer to do. It is important to consider what effect using the computer is going to have on day-to-day operations, identifying positive as well as any negative ramifications. Assuming that computer software can be identified to handle the operation, list equipment, staff time, and budget needed to implement the computer program. Ongoing support necessary to maintain each computer application should also be stated.

We can use the planning model for a sample application. In our example, a key library goal is to provide access to appropriate research resources, including periodicals and journals. In order to meet that goal, the library staff must accomplish the following support tasks:

- Select appropriate magazines
- Provide suitable indexes
- Teach the use of periodical indexes
- Maintain periodicals in good order

After looking over the library's goal and its supporting tasks, we are ready to select a possible task to computerize. In our example, we will consider acquiring a computer/compact disc periodical index such as WILSONDISC. The computer specifications for our periodical index should include criteria such as:

- Is the system user friendly—can students learn to use it with little or no formal instruction?

- Will the system provide appropriate indexing to the existing collection? The best system is no good if it does not provide access to your collection.

Having defined what the system should do, we are ready to describe its ramifications. In our example, the positive points could be:

- The cumulative nature of the computer indexing will provide better access with less effort.
- The system may be able to introduce the concept of Boolean searching without online connect fees.

Of course, there will be negative points, too:

- The cost may be substantial.
- Students may ignore more appropriate indexes once they learn to use the computer system.
- Only one student at a time may use the index.

Having looked at some of the consequences of acquiring the system, the implementation requirements should be outlined. These would include:

- Selecting a system vendor and purchasing the proper hardware.
- Training the staff to use the new service.

Once the feasibility of the computer application has been established, the librarian is left with the lonely job of determining the desirability of the system. Evaluation is necessary and never easy. The decision comes down to whether or not the computer is really worth the cost, the time, and the effort it will require to establish it as a truly viable part of your total program. Making this type of decision is what managing a program is all about.

Using a planning model such as the one suggested does not have to be labor intensive. It chiefly involves thinking carefully before you make the decision to adopt a particular computer application about whether this new tool will support the library's effort to become an intellectual force in your school community.

Appendix D

The Online Searching Selection Process

When—and if—the decision has been made to introduce computerized services into the library media center, a meticulous evaluation process is applied to each service being considered. No one needs to remember all the points to be considered in the evaluation because much good literature is readily available to expedite the evaluation and selection processes.

Decisions about computerized services to be included in the program need to be made *before* the building program is finalized. Every new, renovated or expanded facility cannot incorporate such services into the library media center program at the time the facility is ready for use, but the provisions for computerized services must be made in the facility for later installations. These decisions are important considerations for the actual design process and for the electrical plans.

The article "Online Searching" by Dorcas Hand, librarian of Episcopal High School—Houston, appeared in the sixth edition of the *School Library Media Annual*, published in 1988, and is an excellent example of the specific help available to library media specialists as they embark on the evaluation and selection processes. Make good use of expert advice offered through library literature, wherever it can be found. Those library media specialists who are combining facility planning with the selection of computerized services to be incorporated in the facility can be especially grateful for such help.

"Online Searching" was updated as of August 1989.

Introduction

Online database searching is becoming increasingly common in America's schools, especially at the secondary level. As Elizabeth Aversa and Jacqueline Mancall state, "the question for high schools is no longer whether or not to use online services, but what policy issues they will raise."¹ While this may be a slight overstatement given the low budgets of most media centers, increasing numbers of high schools are overcoming obstacles and finding ways to offer online searching.

When considering the available options, many issues must be addressed. These include cost and budget considerations, ease of use and degree of training needed, types and numbers of databases available, security, time, and vendor support (initial and continued). The major online utilities were contacted for information about their services to the school library media market.

The remainder of this chapter discusses each of these issues in turn. The information provided reflects the personal experience and contacts of the author. In addition, in order to broaden the base of information about these matters and to determine the current state of use of online services in different schools, twelve current users of online services were surveyed via telephone.²

BRS

8000 Westpark Drive

McLean, VA 22102

1-800-345-4BRS Customer Service

1-800-468-0908 Subscription Information

Educational Access:

- (1) Instructor—Command or menu access to 2/3 BRS databases at instructional rates. Available for any educational level.
- (2) Educator—Command or menu access to all BRS databases at a discounted rate for educational professionals K-12.

Costs:

- (1) Instructor—\$15/connect hour. Requires a letter of educational intent and a sample lesson plan.
- (2) Educator—\$75 start-up fee. No usage commitment required.

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Discounted searching rates of \$11 per hour discount from open-access rates.

Documentation: Excellent.

Educational Support:

- (1) Instructor—workbook, transparency masters.
- (2) Educator—database information, customer service telephone line.

Databases Available: 150 +

- (1) 98 on Instructor including Magazine Index, Magazines ASAP, Medline, PAIS International, National College Database, etc.

- (2) All 150 + on Educator including ERIC, Exceptional Child Resources, Mental Measurements Yearbook, Ageline, etc.

Other Levels of Access Available: BRS/Search, full access to all databases at all times; BRS/After Dark, selected databases available only 6 P.M.—4 A.M. EST at a reduced rate.

COMPUSERVE

500 Arlington Center Blvd.

P.O. Box 20212

Columbus, OH 43220

1-800-848-8990

Educational Access: No.

Costs: \$6/connect hour/300 baud or \$12.50/connect hour/1,200 baud. Start-up fee per password; surcharges for some databases; telecommunications charges.

Documentation: Yes.

Educational Support: No.

Databases Available: Electronic mail, magazine articles, weather, stock information, bulletin boards, public domain software, Academic American Encyclopedia, games.

Other Levels of Access Available: One size fits all.

Dialog Information Services

3460 Hillview Ave.

Palo Alto, CA 94304

1-800-334-2564

Educational Access: Classroom Instruction Program (CIP), Classmate. Requires a letter of educational intent and a sample lesson plan.

Costs: \$15/connect hour. Classmate offers menu-driven and simplified command access to over 90 databases; CIP offers command-driven access to most of the 325+ databases.

Documentation: Excellent. Searching Dialog: the Complete Guide—\$80

Educational Support: Teacher's Guide with masters, student workbook, Teach-the-Teacher seminar, customer support telephone line.

Databases available: 325+; Classmate accesses the Knowledge Index collection of 65 databases including Magazine Index, ERIC, National Newspaper Index, etc.

Other Levels of Access Available: Dialog offers full command-driven access to all 320 databases; DIALOG Medical Connection offers menu access to selected scientific and general interest databases. Dialog Business Connection offers menu-driven access to selected business-related databases; Knowledge Index offers menu-driven access to 65 databases during evening and weekend hours only at a reduced rate.

Dow Jones News Retrieval

P.O. Box 300

Princeton, NJ 08540

1-609-520-4065 (Education Accounts Information)

Educational Access: Yes, on request.

Costs: \$150/password/month flat rate for unlimited access to all but full-text databases; the full-text surcharge is \$.25/minute/300 baud or \$.50/minute/1,200 or 2,400 baud. (2,400 baud has an additional surcharge of \$.06/1,000 at 6 P.M.–6 A.M. nonprime time or \$.30/1,000 characters at 6 A.M.–6 P.M. prime times.) Some databases have additional document charges.

Documentation: Excellent.

Educational Support: Lesson plans, customer support telephone line.

Databases Available: Movie and book reviews; news, sports, and

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weather; UPI World Report; stock quotations; full-text access to *Wall Street Journal* and *Washington Post* updated daily.
Other Levels of Access Available: Permanent rate of \$.25/minute/300 baud or \$.50/minute/1,200 or 2,400 baud for all access, plus appropriate surcharges; personal membership; corporate membership.

Einstein
Learning Link National Consortium
356 West 58th Street
New York, NY 10019
1-212-560-6927

Educational Access: Only.

Costs: Starter Kit for Learning Link subscribers, \$255, which includes 50 single-search passwords (\$4.50/password), a manual, a database directory, a quick reference card, and a Teacher's Guide (Nonsubscribers pay \$310, or \$5.00/password). Additional passwords are available to subscribers at \$225/50 passwords (Nonsubscribers pay \$250).

Documentation: Excellent.

Educational Support: Teacher's Guide in Starter Kit; customer service telephone line.

Types of Databases Available: ERIC, Readers' Guide to Periodical Literature, General Science Index, full-text newspapers (Los Angeles, Chicago, Washington, D.C., etc.), and more.

Other Levels of Access Available: None.

WILSONLINE
The H. W. Wilson Co.
950 University Ave.
Bronx, NY 10452
1-800-622-4002; in NY 1-800-538-3888

Educational Access: By request only. Requires a letter stating educational intent and a sample lesson plan.

Costs: \$15/connect hour.

Documentation: Excellent.

Educational Support: Toll-free customer service telephone line.

Databases Available: Readers' Guide to Periodical Literature, Education Index, Biography Index, General Science Index, and all other Wilson indexes.

Other Levels of Access Available: Costs vary depending on print indexes subscribed to and amount of prepayment. WILSEARCH is a gateway option available for predesigning searches of WILSONLINE for which no educational rate exists; an annual licensing fee is billed, as well as a per-search charge for each 10 references. (WILSONDISC now offers an educational rate for the 4 indexes listed above and Readers' Guide Abstracts, which includes online access to these files at no extra charge.)

Cost and Budget

Universally, the biggest hurdle to providing online access in libraries is cost. Vendors have tried to solve the problem in different ways. Dialog, BRS, and WILSONLINE, for example, offer access to many databases at a reduced classroom rate (\$15/connect hour), while Einstein offers a flat rate of \$4.50 per search and Dow Jones a flat monthly fee of \$150 regardless of the amount of connect time. Each approach has its supporters. Users of Dow Jones and Einstein appreciate knowing the costs of searching in advance. This allows them to budget precisely for online services. Users of WILSONLINE and the larger, more well-known utilities feel that the flexibility and number of databases available compensate for the unpredictability of costs.

The overwhelming majority of schools absorb the cost of online searching into their library media budgets. A few, usually non-public, schools charge these costs back to the student users. In the debate of fee vs. free, a common argument is that libraries cannot afford to fund this new, pay-as-you-go service. At the same time, libraries spend large sums of money on print indexes that provide slower, more cumbersome, and less current access to the same type of information. Charging costs back to students, even at educational rates, probably limits the service to only those who can afford to pay.³ Library media centers planning their entry into online services need to carefully consider their philosophy and policy on

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this crucial issue, as it will affect expenditures and future budget requests.

Presently, the amount of money available for online searching varies widely. In the telephone survey of twelve schools, budgets for online searching ranged from \$400 to \$8,000 annually, depending on vendor, type of access, school size, money available, and time spent online. Some schools with large budget allocations found that, with \$15/hour access charges, they were actually spending little and doing a great deal of searching. The key appeared to be careful presearch planning and guidance of the students while online.

Ease of Use

The second hurdle is ease of use. System approaches, features, and options vary considerably. BRS, WILSONLINE, and Dialog offer simplified search systems involving prompts, commands, and various menu-driven search options. Most systems provide options for simple or more complex searching depending on the sophistication of the user. Einstein allows only one opportunity to refine the search, thus requiring the search to be designed in advance. Test sites report Einstein to be a good introduction to searching and secure from unauthorized access, but not particularly useful for teaching students the process of refining a strategy. Dialog provides a simplified command structure. Dow Jones's easy-to-use retrieval system and flat-rate pricing structure for bibliographic databases make it possible to allow open access to the computer with little supervision. Overall, most users seem to be quite satisfied with the ease of using the services of their chosen vendor.

Special front-end, gateway software packages (e.g., Prosearch, Searchelper) are specifically intended to aid online searching and provide extensive and sophisticated help, control, and access features. These packages allow the user to predesign the search before actually going online. Before the advent of the various educational rates and simplified access systems, these interfaces were more attractive because they helped beginning searchers avoid expensive

mistakes. Now that the utilities have become more user friendly, gateways are less necessary as a search aid. They still may facilitate security by providing a buffer between the user and direct access.

Database Availability

The third consideration is the number of databases available. "How many databases will actually be needed or used?" This is a complex question and not easily answered. Issues to be considered are student reading and interest levels, topics to be researched, the need for keyword searching of the text as opposed to index searching only, and availability of periodical holdings to support access to citations given by the databases.

Dialog and BRS offer access to the largest number of bibliographic databases (see following table for a listing of the numbers of bibliographic and full-text databases made available by each of the major utilities). A few of their databases, such as Magazine Index, will be widely used by all levels of students. However, many other databases on BRS and Dialog (e.g., Scisearch, MEDLINE, NTIS) are too advanced for use by most high school students. On the other hand, advanced classes, gifted programs, or subject-oriented magnet schools might choose to search more specialized databases. The major disadvantage of access to specialized databases like MEDLINE and Scisearch is that few of the journals cited will be readily available to high school students. The full-text option is helpful, if expensive, in this context. When planning for online search services, the question of access to sources is as crucial as access to the online bibliographic database itself.

Many of the search services do offer databases that (1) are relevant to secondary school audiences and (2) cite from sources that are generally available to secondary schools. Einstein, for example, offers access to the Readers' Guide and other databases chosen specifically for their usefulness in schools. Dow Jones offers movies and book reviews, an encyclopedia, and college information in its basic service (i.e., flat rate) and adds full-text access to the *Wall Street Journal* and the *Washington Post* for an additional hourly charge.

WILSONLINE offers access to all of the Wilson indexes at an

COMPARISON OF ONLINE INFORMATION SERVICES

	BRS	Dialog	Einstein	WILSON	Dow Jones	COMPUSERVE
SCI/TECH	12 REF/2 FULL	15 REF/4 FULL	3 REF	3 REF		
BUS./FIN.	11 REF/5 FULL	4 REF/7 FULL	2 REF/5 FULL	1 REF	20 FULL	16+ FULL
MED/PHARM	8 REF/3 FULL	8 REF/2 FULL	1 REF/1 FULL			3 REF/1 FULL/1 FORUM
COMPUTERS	3 REF/1 FULL	3 REF/2 FULL	1 REF/1 FULL			1 REF/3+ FORUMS
EDUCATION	6 REF/1 FULL	2 REF	13 REF/2 FULL	1 REF		3 FULL/5 FORUMS
SOC. SCI.	13 REF/1 FULL	8 REF	1 REF	1 REF		1 FULL
GOV./LAW	6 REF	3 REF	2 REF	3 REF		2 FORUMS
BIOGR.		1 FULL	1 REF	1 REF		
ARTS/HUM.	3 REF	5 REF/1 FULL	2 REF	2 REF		
ENTERTAINMENT		1 FULL	1 FULL	1 REF	3 FULL	3+ FULL/3+ FORUMS
NEWSPAPERS	2 REF	2 REF/4 FULL	5 REF/40 FULL		10 FULL	6 FULL
ENCYCLOPEDIA	2	1	1		1	1
GEN'L. REF.	10 REF/4 FULL	3 REF/3 FULL	5 REF/4 FULL	1 ABSTR/26 REF		
E-MAIL	YES	NO	NO	NO	YES	YES
BULL. BDS/SIGS						MANY
GAMES						17+
SHOPPING					1 FULL	2
TRAVEL					1 FULL	12 AVIA/6+ TRAV
WEATHER					1 FULL	1 FULL
SPORTS		1 REF			1 FULL	
LIB. PROF.			5 REF	3 REF		
COLLEGE			1 FULL		1 FULL	

REF—bibliographic citation or abstract

FULL—full text

All information correct as of August 1989 except COMPUSERVE (see *).

*COMPUSERVE bought The Source in August 1989. This analysis of databases was accurate in October 1987, but no updated analysis was available in August 1989.

educational rate. This is a particularly valuable online search system for schools that have already keyed their periodicals holdings to the Wilson indexes (e.g., *Readers' Guide*, *Education Index*, *Bibliography Index*). Online access to Wilson indexes is much more current than the paper copy and allows schools the ability to search databases they might not normally subscribe to. Unfortunately, WILSONLINE databases only include a standard bibliographic citation, with subject access limited to Wilson's controlled vocabulary subject terms. Wilson offers two abstract databases, *Readers' Guide Abstracts* and *Book Review Digest*, while most other search services offer an abstract along with full citation and subject terms.

Security

Another major issue is security. Given the costs of access to online databases, care must be taken to control use and prevent unauthorized access. Different library media centers have different degrees of problems with unauthorized usage, and eventually come up with individual solutions suited to their locale. Certainly, the issue must be considered in the early stages of implementing online services.

The primary mechanism for controlling access is through the use of passwords. Many utilities provide one password, and access to terminals must be supervised to insure against inappropriate use or access to unapproved databases. BRS and some others provide a two-level password system in which the security password can be changed at will by the authorized customer, and both passwords are masked at sign-on. Communications software (e.g., Smartcom and Crosstalk) and front-end gateway software (e.g. Prosearch, Searchelper) usually allow for preprogramming log-on procedures and masking passwords. If the software is loaded on a hard disk, the terminal must be monitored constantly; if a floppy boot is used, it must be carefully protected from free circulation and unauthorized copies.

There are other approaches to security issues. Einstein, for example, sells batches of fifty passwords for \$255. Each password is only good for one search, allowing access to be easily monitored. Flat-rate pricing for searching also aids in dealing with security

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matters. Dow Jones offers a flat monthly rate for all but full-text databases. Security is not a problem (unless students are searching Dow Jones's full-text databases).

Time

The last major issue in providing online services in schools is time. This refers to the time required of library media professionals to (1) set up the necessary mechanisms (including communications hardware and software), (2) train and become familiar with online systems and searching, (3) supervise access, and (4) guide and teach students in searching and using appropriate search techniques. Many media centers are "one-person shows," and this can affect the library media specialist's ability to offer services and training. For example, with the \$15/hour charges of most utilities, most library media specialists find that they can only work with individuals or small groups of two to three; larger group situations don't work except for brief demonstrations. Thus, teaching online skills to all the tenth-grade students would be a Herculean task.

Inevitably, when computer-based innovations are proposed, administrators begin to wonder which traditional services could be cut back to free funds, time, and space for the new service. It is, however, a mistake to think that when online access is introduced all manual searching and print tools become obsolete. Online searching does not always suit the need or situation. The nature of the information problem, ability of the student, and availability of print and online tools and sources are all factors that need to be considered. Students need to understand manual and online search methods, how to use print and online tools, and which format is most useful in different situations. Manual and online skills complement each other, and will continue to do so for many years.

Nevertheless, access to online databases is important for schools today and can only grow in importance in the foreseeable future. Schools that currently offer online access find it to be hugely popular with students and faculty. The problem of locating sources is being handled through interlibrary loan networks, cooperation with other school library media centers, and coordination with local public and university libraries. Furthermore, instruction in online

search techniques is becoming an accepted part of school curricula. In some situations, online training is part of the research skills curriculum; in others it is incorporated into computer education courses. The *Pennsylvania Online* curriculum guide, offered by the Education Department of the state of Pennsylvania, is a useful starting point for library media specialists interested in developing an online skills instruction program.⁴

Online searching is becoming more accessible, easier, and more affordable. Furthermore, the availability, through online utilities, of resources that are important and essential to school library media is increasing dramatically. And finally, students are becoming more and more sophisticated in the use of computers. They are beginning to expect to find and access information using computers. The ultimate purpose of a library media program is to meet the information needs of users. To serve users fully, library media specialists must include online information services along with traditional library services.

Notes

1. Elizabeth Aversa and Jacqueline C. Mancall, "Managing Online Information Services in School Library Media Programs," in *School Library Media Annual 1986*, vol. 4, ed. Shirley L. Aaron and Pat R. Scales (Littleton, Colo.: Libraries Unlimited, 1986), 219-36.

2. The telephone survey was conducted in August and September 1987. The twelve schools surveyed were identified as being involved in online searching from (1) the literature (e.g., "Planting the Seed . . . Online in Schools," *Online* [May 1987]), (2) online services vendors (BRS and Einstein), and (3) personal knowledge.

3. Tina Roose, "Free vs. Fee," *Library Journal* 112 (January 1987): 64-65.

4. State Library of Pennsylvania, *Pennsylvania Online: A Curriculum Guide for School Library Media Centers* (Harrisburg, Pa.: Pennsylvania Department of Education, Bureau of State Library, Division of School Library Media Services, 1985).

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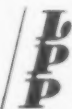
Planning School Library Media Facilities

PAULINE H. ANDERSON

This book is about the *planning process* for building new facilities or renovating old ones. It is not about standards or specifications, about which information can be found elsewhere. It is concerned with such realities as building programs, local building and fire codes, design, working with architects, reading blueprints, engineering and mechanical plans, budgets, bids, change orders—areas in which most library media specialists have little experience. It offers help with such sensitive issues as the politics of planning, the assessment of needs and options, and working with the many committees and groups who must be involved, and all aspects, from getting administrative commitment to completing the job.

As a consultant, Pauline Anderson has helped to plan over 100 new buildings and renovations for both independent and public schools, and for all grade levels. She includes here four case studies which exemplify different kinds of situations, one of them the renovation for an AV complex. One appendix reprints the "Library Media Facilities Guidelines" from *Information Power: Guidelines for School Library Media Programs*.

School library media specialists, and many administrators who know her work, trust Pauline Anderson. Her previous book was *Library Media Leadership in Academic Secondary Schools* (LPP, 1985).



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